

**The Comprehensive School Reform Demonstration Program in Wisconsin:
The Wisconsin Department of Public Instruction Second Year Evaluation**

August 30, 2000



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Special thanks to Scott Jones and David Fulton for their extraordinary effort, patience, and constant encouragement in producing this report.

- Brad White

EXECUTIVE SUMMARY

During the 1999-2000 school year, the vast majority of CSRD schools progressed according to schedule. Initial-year implementation progress for second-round schools mirrored the successes of first-round schools. The new cohort of schools was better informed during their selection of CSRD than the last, but according to schools the parental involvement component was difficult to fulfill.

This report reveals that two factors internal to schools have a negative influence on implementation progress: turnover in school or program leadership and teacher resistance. If these are addressed proactively, they can be overcome. CSRD schools report a moderate level of autonomy, mostly in instruction and professional development, but several principals crave more control over personnel. Many schools are considering their CSRD program when making major decisions.

This report also reveals two factors external to schools that facilitate swift implementation progress: district support and high-quality technical assistance. This evaluation finds that the quality of technical assistance is the single most reliable indicator of implementation progress.

The impact of CSRD on standardized test results in Wisconsin is generally positive and seems to intensify over time. The program has had a significant positive influence in most elementary schools and some high schools. Fourth grade students in CSRD schools improved their test scores in all subjects, greatly outpacing the statewide average in almost all subjects. Results for middle and high school are more mixed. CSRD program

implementation progress also seems to impact test results.

According to CSRD schools, the quality of technical assistance varied widely. Several schools are contracting with multiple service providers or bringing in like-minded aspects of other programs to fill in the gaps in their model. Schools said that high-quality technical assistance provided models of best practices, was tailored to their needs, and was ongoing and supported with feedback.

Districts in Wisconsin supported CSRD efforts a variety of ways, and schools' expectations for district support varied by location. Urban schools favored autonomy, while rural schools desired close interaction and district leadership. The majority of schools reported minor obstacles at the district level, most dealing with labor issues. Instability in district leadership and initiatives was an obstacle for many schools. There is some initial evidence of CSRD schools being used as demonstration sites in their districts.

CSRD schools are generally satisfied with DPI support. They suggested that the Department could improve the program by: reducing paperwork and coordinating evaluations with other agencies; targeting training toward evaluation and parental involvement; and monitoring technical assistance providers.

DPI has continued its close and productive work with NCREL and has utilized the Federally funded National Clearinghouse for Comprehensive School Reform to obtain useful program information.

INTRODUCTION

In November 1997, President Clinton signed legislation that provided funding for the Comprehensive School Reform Demonstration (CSRD) program. According to a congressional report, “the purpose of this initiative is to provide financial incentives for schools to develop comprehensive school reforms, based on reliable research and effective practices, that include an emphasis on basic academics and parental involvement, so that all children can meet challenging state content and performance goals.”

The Wisconsin Department of Public Instruction (DPI) applied for a CSRD grant in April 1998. That summer, DPI awarded CSRD grants to 21 schools. DPI solicited applications for a second round of review in the fall of 1998 and awarded fourteen grants to schools in March 1999.

Since that time, the Department's role has shifted from a grant-awarding organization, to a "critical friend" in the school reform process. This role involves providing feedback to schools regarding implementation progress and targeting technical assistance toward areas of need identified by CSRD schools.

As part of its application to DOE, Wisconsin proposed a plan to evaluate schools that received grants in the first round of review. This plan included two components. The first is an examination of program implementation at CSRD schools. This part of the evaluation includes surveys of teachers, administrators and parents in CSRD schools, site visits to the schools, and reviews of the schools' required end-of-year reports.

The second component of the plan is an evaluation of student performance. This includes within- and between-schools evaluations of academic

achievement and data regarding the proportion of students participating in the Wisconsin Student Assessment System.

The DPI evaluation has two objectives. First, it aims to improve CSRD implementation in Wisconsin. According to DOE guidelines: “This evaluation requirement is intended primarily to inform SEAs and LEAs as to how effective the schools have been in improving student achievement. SEAs and LEAs should use the results of their evaluations to improve programs in schools with poor performance and share the successes of schools with high performance.”

Second, the evaluation seeks to provide information on the implementation of CSRD in Wisconsin to interested parties including Congress, the State Superintendent, the Wisconsin Legislature, other states, and the research community.

The body of this report has eight sections. The first section, “DPI Implementation of CSRD,” explains DPI's implementation of the CSRD program in detail, including the evaluation process. The second section, “School Implementation,” provides an overview of implementation in the thirty-four CSRD schools. The third section, “School Performance Indicators,” reviews statewide standardized test scores in CSRD schools and statewide. The fourth section, “External Support” discusses the role of model providers, school districts, DPI, the North Central Regional Educational Laboratory (NCREL), and the U.S. Department of Education in supporting CSRD Implementation. The fifth section “Concluding Thoughts” discusses possible patterns in the spread of CSRD in the coming years. The final section, “School Performance Reports” includes profiles of each of the CSRD schools in Wisconsin.

METHODOLOGY

The DPI evaluation design for CSRD draws heavily from RAND's 1998 study of the implementation of New American Schools designs (*Lessons From New American School's Scale-Up Phase: Prospects for Bringing Designs to Multiple Schools*, by Susan J. Bodilly). The second-year evaluation is largely a continuation of the first-year report with three major adjustments:

1. The evaluator did not visit all 34 CSRD schools in the state. Instead, all schools receiving grants in the second round were visited along with a sample of the first-round grantees. Half-day evaluation visits were replaced with full-day visits for the 1999-2000 evaluation. Information about schools not visited by the evaluator was gathered from end-of-year reports and Department staff who provided technical assistance visits and end-of-year telephone calls to these schools.
2. Several school climate indicators included in the School Performance Reports for the first-year evaluation (suspension, expulsion, and dropout rates) are NOT included in this report. These data were not available for the most recent academic year as of press time. New information in the Performance Reports indicate the reform model each school has selected and schools' free/reduced lunch rates from 1999-2000.
3. Weighted averages replace unweighted averages as indicators of CSRD school performance, in order to more accurately gauge the progress on CSRD schools as a whole across the state.

This report, like the RAND study and the first year evaluation, seeks to answer two questions:

1. Did the schools implement the designs and to what extent?
2. Why did some schools make more progress than others towards implementation goals?

To assign the level of implementation for a particular school, the RAND study looked at progress in several "elements of design." The number of elements depended on the model. Every model had elements of curriculum, instruction, assessment, student grouping, and professional development. In addition, some models had elements of community involvement/public engagement, standards, and staff organization. For the individual elements, the study used a five-point scale, defined as follows.

- No implementation: No evidence of the element.
- Planning: The school was planning or preparing to implement.

- Piloting: The element was being partially implemented with only a small group of teachers or students involved.
- Implementing: The majority of teachers were implementing the element, and the element was more fully developed in accordance with descriptions by the team.
- Fulfilling: The element was evident across the school and was fully developed in accordance with the design teams' descriptions. Signs of institutionalization were evident.

RAND averaged the progress scores for all the elements to obtain an overall implementation progress judgement for each school.

DPI used the same basic methodology as the RAND study, but modified it in several ways to suit its needs. The first change was in the definitions of the levels of implementation progress. In the RAND study, all the comprehensive reform programs are "off the shelf" designs. These are designs that have been implemented in much the same way regardless of the school and that have established technical assistance protocols. Three of the CSRD schools in Wisconsin, however, are implementing "homegrown" models: Hawkins Elementary in Hawkins and Lowell Elementary and Franklin Elementary in Madison. These are models initiated by the school that have not been implemented in the same way before. These models can combine the components of multiple educational reforms and often receive technical assistance from an ad hoc group of university professors or other experts. In these cases, schools set their own goals and timelines, rather than having them enforced by an external design team. In these cases, DPI compared the level of progress achieved to the schools' own goals and benchmarks as put forth in their grant applications, not to the goals and benchmarks of outside providers.

The second change was in the "elements" used to judge implementation progress. The Comprehensive School Reform Demonstration legislation requires each school to address nine areas. The RAND study looked at 4-7 elements. DPI settled on seven elements drawn from both the RAND study and the federal legislation.

From the federal criteria DPI selected Assessment and Evaluation (combined into one element, Assessment), Professional Development, Parental Involvement and Utilization of Resources. These are the elements of the grants that are actually implemented,

rather than used as justification for funding (Innovative Strategies/Proven Research, for example) and are more or less under schools' control. DPI also selected Curriculum and Instruction, which are important components of many reform efforts, and Standards, which are important to state education goals. DPI did not rate schools on specific elements if the school did not propose to implement changes in these areas.

The third change was the addition of a separate scale to judge the rate of progress of CSRD schools. Each program has its own planned pace of implementation. For example, the changes at Royce Elementary in Beloit—using Success For All—were immediate and dramatic. At Juneau High School in Milwaukee, the major changes were not implemented until the second year of the grant. To differentiate between the schools that are deliberately proceeding at a slower pace from those that are falling behind, DPI also rated schools on the pace of progress relative to goals. DPI rated schools in the same seven areas, but this time judged them as being “ahead of schedule,”

“on schedule,” or “behind schedule.” A sample evaluation sheet is included at the beginning of the section entitled “School Performance Reports”.

Finally, DPI rated schools using the schools' application goals as benchmarks rather than some preconceived set of criteria to determine the effectiveness of the program.

DPI based its ratings on interviews with the school leadership, teachers, parents, district officials and technical assistance providers; classroom and/or program observation; surveys; and end-of-year reports. The evaluator also shared the findings with the department staff that visited the schools as a reliability check. Like the RAND study, DPI also looked at external factors such as whether schools received adequate information on program designs, district support, technical assistance and school-level variables. The protocol for the site visits is included in the Appendix.

Areas of Analysis: the RAND Study, the federal CSR criteria and DPI			
Elements	RAND Study Federal Criteria		DPI
Curriculum	X		X
Instruction	X		X
Assessment/Evaluation	X	X	X
Student Groupings	X		
Professional Development	X	X	X
Parental Involvement	X	X	X
Standards	X		X
School Organization	X		
Proven Research		X	
Comprehensive Design		X	
Benchmarks		X	
School Support		X	
Technical Assistance		X	
Utilization of Resources		X	X

<i>Chronology of CSRD Implementation in Wisconsin</i>	
November 13, 1997	CSRD legislation passed into law
December 5, 1997	CSRD press conferences with State Superintendent John Benson and U.S. Representative David Obey
December 6, 1997	DPI implementation planning meeting with NCREL and Congressman Obey's staff
December 23, 1997	DPI invites schools to reform design workshops
February 18-19, 1998	DPI hosts reform design workshops; Draft applications distributed to schools
April 1998	DPI submits CSRD application to DOE; DPI mails applications, guidance and evaluator forms to districts and schools
April 2, 1998	DPI hosts grant writing workshop
May 15, 1998	First round grants due to DPI
May 18-June 5, 1998	DPI conducts initial screen of first round applications
June 8-11, 1998	Review panel reviews and scores first round grant applications
June 1998	DPI conducts telephone interviews with first round applicants
June 23, 1998	DOE approves DPI CSRD application
July 23, 1998	DPI awards CSRD grants to 21 schools in first round
September 1, 1998	DPI invites districts and schools to grant writing workshop for second round of competition, mails applications and guidance to schools
October 19, 1998	DPI hosts second round grant writing workshop—Cable, Wisconsin
November 13, 1998	DPI hosts second round grant writing workshop—Milwaukee
January 8, 1999	Second round CSRD grants due to DPI
January 1999	DPI conducts initial screen of second round applications
February 8-11, 1999	Second round review panel reviews and scores grant applications
February 1999	DPI conducts telephone interviews with second round applicants; DPI conducts technical assistance site visits to first-round CSRD schools
March-April 1999	DPI evaluator visits first-round schools
March 22, 1999	DPI awards second round grants to fourteen schools
June 30-July 2, 1999	DPI and NCREL host leadership academy for all CSRD schools
September, 1999	DPI hosts cadre meeting
Fall, 1999	DPI conducts technical assistance site visits to CSRD schools
January, 2000	New CSRD evaluator hired
Jan. 31-Feb. 1, 2000	DPI and NCREL host "Using Data to Improve Student Achievement"
March 2000	DPI notifies every district and school about new CSRD funds
March -April, 2000	DPI evaluator visits second-round schools and a sampling of first-round schools
Spring, 2000	DPI continues technical assistance site visits to CSRD schools
April 14, 2000	DPI hosts cadre meeting—Green Lake, Wisconsin
June 12, 2000	DPI reviews of end-of-year reports and benchmarks

DPI IMPLEMENTATION

DPI has played two distinct roles in implementing CSRD in Wisconsin. From November 1997 until April 1999, the Department was primarily concerned with publicizing and "rolling out" the program by sponsoring grant-writing and design workshops, and reviewing and awarding grants. In the Summer of 1999, DPI's role shifted to that of "critical friend" to the 34 CSRD schools in the state. As a critical friend, DPI provides feedback and ongoing technical assistance and professional development opportunities toward areas of need identified by CSRD schools.

Ongoing Technical Assistance

In order to keep up-to-date with the efforts of CSRD schools, DPI staff visited or conducted telephone interviews with all CSRD schools during the 1999-2000 academic year. These visits often resulted in feedback and suggestions for improving schools' CSRD initiatives. In addition, these visits helped DPI identify—and work to eliminate—potential obstacles to reform early in the school year. DPI staff also processed and approved budget amendments for many CSRD schools.

Workshops

DPI and the North Central Regional Educational Laboratory (NCREL) hosted two successful workshops for CSRD schools in the past year. In Summer 1999, CSRD principals participated in a "Leadership Academy," a rare professional development opportunity for school administrators to build the skills and learn the strategies needed to

transform entire schools. In Winter 2000, representatives from CSRD schools gathered with DPI and NCREL staff for an in-depth analysis of statewide standardized test results called "Using Data to Improve Student Achievement." The workshop was videotaped by NCREL and disseminated to numerous schools and districts across the region.

Cadre Meetings

DPI hosted two CSRD Cadre Meetings during the 1999-2000 academic year, one in September and one in April. These meetings provide Wisconsin CSRD schools with the opportunity to gather together to share success stories and tips for implementing reform. Cadre meetings were an opportune time for schools from across the state that are working with the same model provider to network with one another. DPI also utilized this time to distribute information about other workshops and grant opportunities that might be particularly valuable to CSRD schools.

The Evaluation

DPI hired a limited-term employee to conduct the evaluation planned in the department's application to USDE. The evaluator began working in January of 2000 and completed the evaluation in August of 2000. Sources of data included standardized test scores, surveys, end-of-year reports, classroom observation, and interviews with teachers and school and district leadership.

Wisconsin CSRD Schools at a Glance

<i>First-Round Schools (awarded grants in 1998)</i>					
District	School	Title I	Grades	Setting	CSRD Model
Beloit	Burdge Elementary	X	K-5	Urban	Lightspan
Beloit	Royce Elementary	X	K-5	Urban	Success For All
Eau Claire	Lincoln Elementary	X	K-5	Urban	Success For All
Florence	Florence Elementary	X	K-8	Rural	High/Scope
Florence	Hillcrest Elementary	X	K-8	Rural	High/Scope
Kenosha	Wilson Elementary	X	K-5	Urban	Marva Collins/Direct Instruction
Ladysmith-Hawkins	Hawkins Elementary		K-8	Rural	Modified Joplin Plan
Madison	Franklin Elementary	X	K-2	Urban	Local Model
Madison	Lowell Elementary	X	K-5	Urban	Local Model
Manitowoc	Washington Junior High		7-9	Urban	Student Achievement of High Intellectual Quality
Milwaukee	Congress Elementary	X	K-5	Urban	Coalition of Essential Schools
Milwaukee	Grand Avenue School	X	9-12	Urban	Coalition of Essential Schools
Milwaukee	Juneau High	X	9-12	Urban	Intersession
Milwaukee	Maryland Avenue School	X	K-8	Urban	Accelerated Schools
Milwaukee	Story School	X	K-8	Urban	Coalition of Essential Schools
St. Croix Falls	St. Croix Falls Middle	X	6-8	Rural	Co-NECT
St. Croix Falls	St. Croix Falls High	X	9-12	Rural	Co-NECT
Trevor	Trevor Grade School		K-8	Rural	Accelerated Schools
West Allis	Frank Lloyd Wright Middle		6-8	Suburban	Co-NECT
Woodruff	Arbor Vitae-Woodruff	X	6-8	Rural	Expeditionary Learning/ Outward Bound

<i>Second-Round Schools (awarded grants in 1999)</i>					
District	School	Title I	Grades	Setting	CSRD Model
Appleton	Columbus Elementary	X	K-5	Urban	Different Ways of Knowing
Brown Deer	Brown Deer Middle		6-8	Suburban	Dimensions of Learning
Goodman-Armstrong Creek	Goodman-Armstrong Creek Schools	X	K-12	Rural	Next Generation Schools Project
Green Bay	Howe Elementary	X	K-5	Urban	School Development Program
Green Bay	Tank Elementary	X	K-5	Urban	Best Practices
Kenosha	Bullen Middle	X	6-8	Urban	Accelerated Schools
Kenosha	Roosevelt Elementary		K-5	Urban	Accelerated Schools
Milwaukee	Clemens Elementary	X	K-5	Urban	Paideia
Milwaukee	Hamilton High	X	9-12	Urban	National Writing Project
Milwaukee	Academy of Accelerated Learning	X	K-5	Urban	Accelerated Schools
Milwaukee	Washington High	X	9-12	Urban	Talent Development High Schools
Monona Grove	Winnequah Middle		6-8	Suburban	Expeditionary Learning/ Outward Bound
Portage	Rusch Elementary		K-5	Rural	4-Mat
Wisconsin Rapids	Howe Elementary	X	K-5	Rural	Accelerated Schools

SCHOOL IMPLEMENTATION

DPI sought to answer two questions with respect to implementation. First, how much progress are schools making? The following sub-section, "The Dependent Variable: Implementation Progress", addresses this question. Second, why are some schools making more progress than others? In the sub-section entitled "The Independent Variables: Selection, Technical Assistance, School Factors, and District Factors", DPI attempts to answer this second question.

The Dependent Variable: Implementation Progress

To obtain overall ratings for schools, DPI rated schools on seven factors: curriculum, instruction, standards, assessment, professional development, parental involvement, and utilization of resources. The department used a variation of RAND's five-point incremental scale. The RAND scale is as follows:

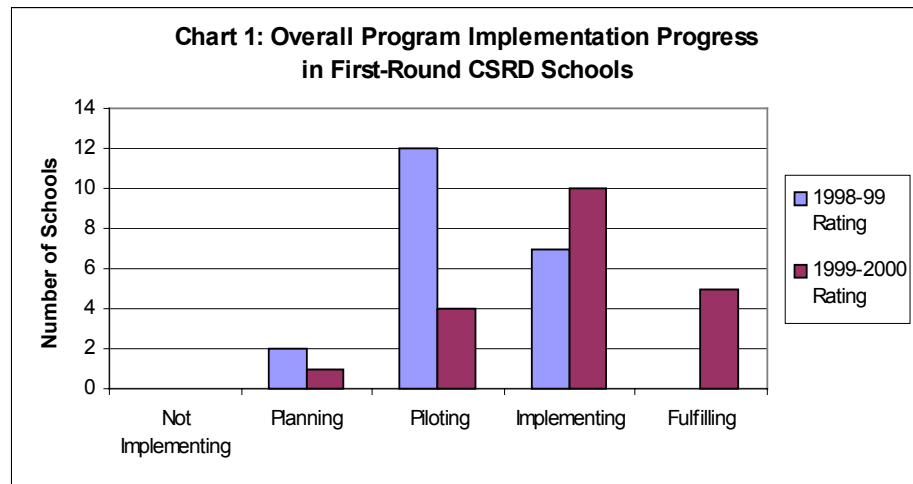
- Not Implementing: No evidence of the element.
- Planning: The school was planning or preparing to implement the element.
- Piloting: The element was being partially implemented with only a small group of teachers or students involved.
- Implementing: The majority of teachers were implementing the element, and the element was more fully developed in accordance with descriptions by the design team.
- Fulfilling: The element was evident across the school and was fully developed in accordance with the design teams' descriptions. Signs of institutionalization were evident.

DPI made one major change to this scale. Since some schools used "homegrown" models and others used outside models that did not have clear benchmarks, DPI rated schools based on the goals as listed in the school's grant application, not based on external design team benchmarks. When the school did not

have specific goals or plans in one of the seven categories, DPI did not rate the school in that category.

DPI then averaged the school's scores on each of the elements in order to establish overall ratings for each school. The overall ratings are defined the same except "the element" is replaced by "the program/model."

During the 1998-99 school year, DPI rated two of 21 schools as Planning, twelve at Piloting, and seven at Implementing. DPI did not rate any of the schools at Fulfilling or Not Implementing in the 1998-99 evaluation. In the 1999-2000 evaluation, out of twenty first-round schools continuing with the program, DPI rated one at Planning, four and Piloting, ten at Implementing, and five at Fulfilling [see Chart 1]. Most of the first-round schools are progressing toward fulfilling their program implementation plans. That is, the majority of schools have moved from Planning to Piloting, Piloting to Implementing, and so on. No school regressed in their overall rating, though some remained in the stage at which they were rated at the end of the 1998-99 school year. Note that an overall



ranking of Fulfilling is an average of progress in seven categories (curriculum, instruction, standards, assessment, professional development, parental involvement, and utilization of resources) and does not indicate that all of these elements have reached this implementation level in a particular school. Thus, schools that are rated as Fulfilling overall may continue to progress in one or more of these areas in the future.

The distribution of initial year ratings of program implementation progress for second-round schools is similar to that of first-round schools [see Charts 2 and 3]. Of the fourteen second-round schools, DPI rated nine at Piloting, four at Implementing, and one at

Planning [see Chart 4]. As with the initial year implementation progress ratings for first-round schools, DPI did not rate any schools at Not Implementing or at Fulfilling.

Chart 2: Initial-Year Implementation Progress for First-Round CSRD Schools (1998-1999)

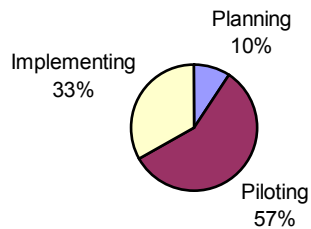
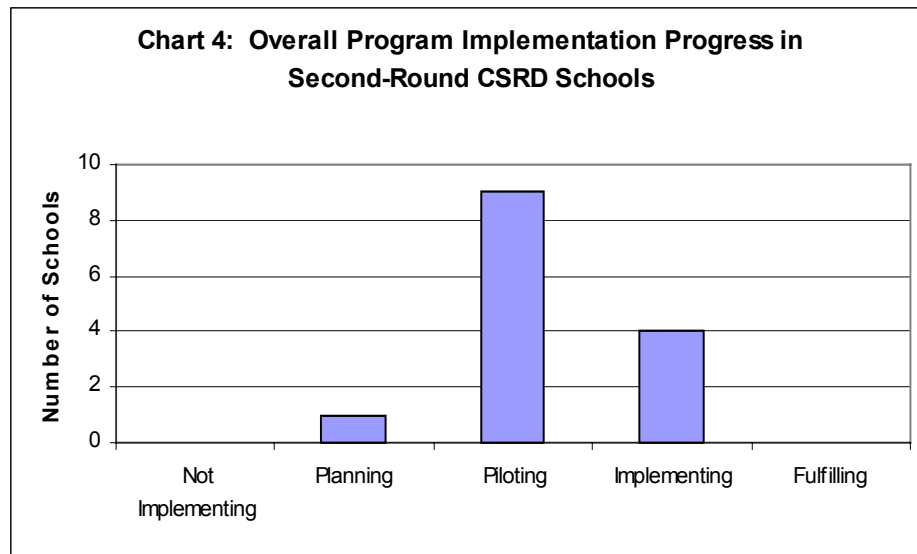
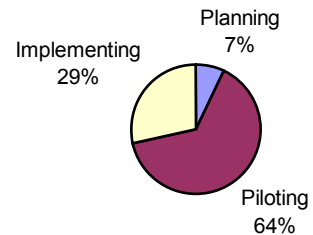


Chart 3: Initial-Year Implementation Progress for Second-Round CSRD Schools (1999-00)



Nine CSRD Criteria

According to Federal legislation, comprehensive school reform programs must meet nine criteria. All CSRD programs must include:

- effective, research-based methods and strategies;
- a comprehensive design with aligned components;
- ongoing, high-quality professional development for teachers and staff;
- measurable goals and benchmarks for student performance;
- support for within the school from teachers, administrators, and staff;
- meaningful parental and community involvement;
- high-quality external technical support and assistance;
- evaluation strategies; and
- coordination of financial and other resources.

During evaluation visits, DPI asked CSRD school principals to identify the criterion that was most difficult to achieve in their school. The overwhelming choice was "parental and community involvement," with ten schools responding that this was the most difficult criterion to achieve. Four schools selected "evaluation strategies;" three schools identified "external technical support and assistance;" two schools chose "measurable goals and benchmarks;" and "support within the school;" and "comprehensive design with aligned components," "professional development," and "coordination of resources" each received one vote. No school selected "effective, research-based methods and strategies" as the most difficult criterion to achieve. DPI will use this information to guide its training schedule for next year.

The Independent Variables: Selection, Technical Assistance, School Factors, and District Factors

Drawing on prior research, DPI hypothesized that progress in implementation could be affected by several external factors including the model selection process, characteristics and quality of technical assistance, factors at the school level beyond the school's control, and events in the school district.

With only 34 schools, and not all schools responding to each question, it was difficult to find patterns of responses that seem to be related to implementation progress. Part of the difficulty in analysis is that there was not a great deal of variation in implementation progress. Even if patterns emerged, it might be premature to draw conclusions from such a small number of schools. These data may be most useful as baseline information for subsequent DPI evaluations. In addition, aggregating Wisconsin's data with the data of other states may lead to the emergence of clearer patterns. In the following section, DPI draws a few tentative conclusions about trends. However, these conclusions are more speculation than analysis. In some cases, the trends would be different if only a few schools were rated differently.

Selection

The CSRD legislation contains a suggested list of reform models, but does not exclude any particular models, nor does it provide incentives to adopt a particular model. DPI did not exclude nor encourage adoption of particular models. Wisconsin schools were free to choose—and did choose—models not listed in the legislation, provided the program was

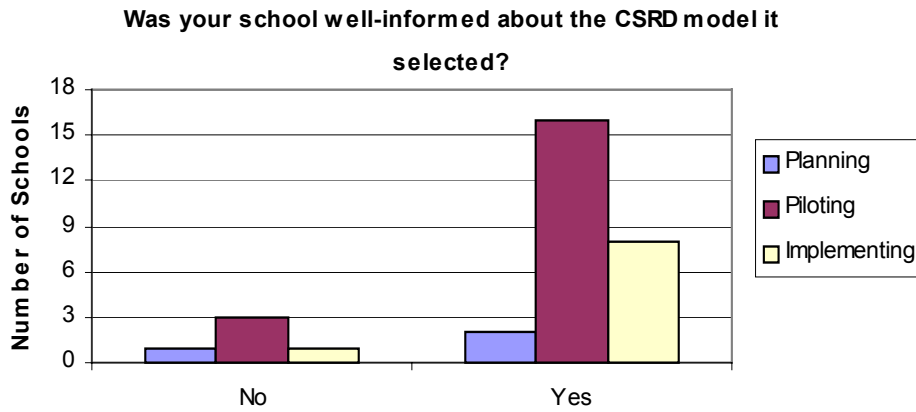
researched-based and replicable. Only one school reported not having a choice in selecting a model. To facilitate the informed selection of a reform program, DPI hosted a design showcase in February 1998. In addition, DPI extended the timeframe for second-round schools to research and select programs. For this evaluation, DPI hoped to determine how well informed schools were about their CSRD programs prior to their selection and the ways that being well-(or not well-) informed about the CSRD program influenced implementation progress.

Over the past two years, Wisconsin CSRD schools reporting that they were well informed tended to be rated as achieving a slightly higher degree of implementation [see Chart 5]. Of the 34 schools responding to this question, five schools reported that they were not well informed about their CSRD model or program prior to selecting it. During the 1998-99 school year, four schools stated that they were not well informed, and DPI rated three of those schools at Piloting and one at Implementing. During the 1999-2000 school year, only one school said that they were not well informed, and DPI rated this school at Planning. Overall, Wisconsin's CSRD schools are making well-informed choices of reform models, and were better informed during the second round of selection than during the first.

School Factors

DPI collected data on several variables concerning the internal characteristics or circumstances of CSRD

Chart 5: Impact of Model Selection Factors on Initial-Year Implementation Progress in First- and Second-Round CSRD Schools



schools. Based on prior research, DPI hypothesized that changes to school or CSRD program leadership, teacher turnover, and resistance to the CSRD program, all play a role in implementation progress. Throughout this analysis, DPI differentiated between first- and second- round grantees, as the former have been in the program for two years (as opposed to one year for the latter) and have generally made progressed further with implementation.

Leadership Turnover

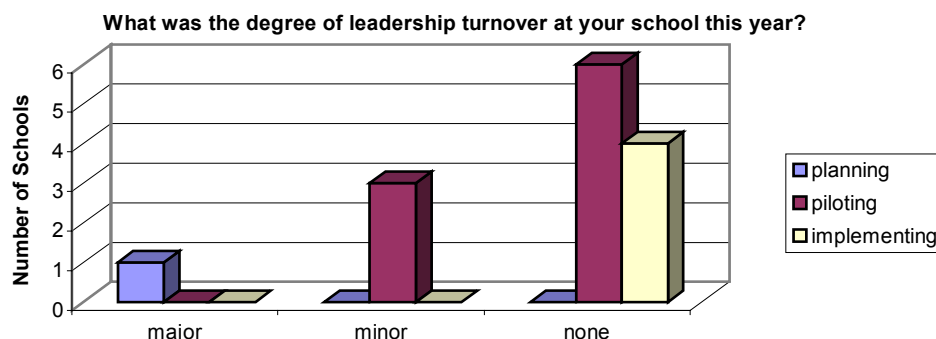
Leadership turnover is defined as the departure of the principal and/or CSRD program leader (if different than the principal) by the end of the 1999-2000 school year. DPI is also aware of at least three cases of leadership turnover in the summer of 2000. Leadership changes in the summer were not included in this evaluation but will be in the department's third-year evaluation. Schools were asked to gauge whether these changes were minor or major. Minor changes involved turnover in one of these positions

and were typically planned transitions. Major changes usually involved turnover in both of these positions, sometimes resulting in vacancies for significant portions of the school year.

DPI then compared these answers to each school's implementation progress [see Chart 6]. Though data regarding the impact of leadership turnover on CSRD implementation progress are limited, there is a slight trend of schools reporting that they experienced leadership turnover also being rated as achieving a lower degree of implementation. Of the schools granted CSRD funds in the first round, four experienced leadership turnover by the end of 1998-99. In schools in which leadership turnover occurred during 1998-99, DPI rated one at Planning, two at Piloting and one at Implementing. Six additional first-round schools experienced leadership turnover during the 1999-2000 school year, their second year in the program. In two schools, these changes were described as major. DPI rated one of these schools at Planning and one at Piloting. Four first-round schools experienced minor changes this school year. DPI rated two of these schools at Piloting and two at Implementing.

Four of the fourteen second-round schools experienced leadership turnover during 1999-2000, their first year of implementation. Of these schools, one experienced major changes and DPI rated this

Chart 6: Impact of Turnover in School or CSRD Program Leadership on Implementation Progress in Second-Round CSRD Schools



school at Planning. Three other second-round schools reported minor changes during the 1999-2000 school year and DPI rated each of these schools at Piloting.

Teacher Resistance

It is not uncommon for new programs in any field to be met with some degree of initial resistance or skepticism when individuals are asked to alter established routines or take on added responsibilities. Resistance is defined as lack of effort to implement planned changes. Implementing a comprehensive school reform program is especially vulnerable to these caveats because it requires a high degree of commitment from individuals, and because these individual efforts must be coordinated across an entire school. For these reasons, DPI hypothesized that teacher resistance to a school's reform programs would influence implementation progress.

Principals and district personnel interviewed for the 1999-2000 evaluation were asked to estimate the degree of teacher resistance to their schools' CSRD programs. According to principals, the major causes of teacher resistance to CSRD programs were lack of participation in the reform program selection process and lack of information about their responsibilities for fulfilling the grant.

DPI then compared these responses with each school's implementation progress [see Chart 7]. There is some evidence to suggest that lower degrees of teacher resistance to a school's CSRD program are associated with higher levels of program implementation. This close relationship is natural—if many teachers at a single school resist implementing the CSRD program in their classrooms, the school as a whole will not make significant progress in establishing their reform model. Of the eight first-round schools visited for this evaluation, two had encountered no resistance from teachers.

DPI rated both of these schools at Implementing in this evaluation. Of the fourteen second-round schools, eight reported no teacher resistance. DPI rated four of these schools at Piloting and four at Implementing (the only second-round schools that were rated at this level).

Teacher Turnover

Teacher turnover is a concern in many schools, but it is a particularly salient issue with CSRD implementation. Comprehensive school reform requires an extensive investment in professional development and coordinated efforts among all staff members. Thus, the costs of losing well-trained teachers and training newcomers are multiplied in CSRD schools. The evaluator asked principals at CSRD schools visited for this evaluation to estimate the degree of teacher turnover they experienced in their schools during the 1999-2000 school year.

DPI then compared these estimates to each school's implementation progress ratings [see Chart 8]. These data indicate that teacher turnover has unpredictable effects on program implementation. While no teacher turnover usually leads to swift implementation, the effects of minor and major degrees of turnover are varied. Qualitative analysis of responses to this question revealed that teacher turnover is a double-edged sword—losing skilled teachers can harm implementation progress, but replacing teachers who are resistant to change with enthusiastic newcomers can be beneficial to a school's CSRD program. For first-round schools, four of the eight schools visited for this evaluation experienced major teacher turnover during the 1999-2000 school year, and one school experienced minor turnover. Of the schools with major staff turnover, DPI rated one at Planning, two at Piloting, and one at Implementing. DPI rated the school with minor teacher turnover at Piloting. For second-round

schools, three of the fourteen schools visited for this evaluation experienced some teacher turnover, while the majority had no or insignificant degrees. DPI rated both of the schools that reported minor teacher turnover at Piloting. DPI also rated the one second-round school that experienced major teacher turnover at Piloting.

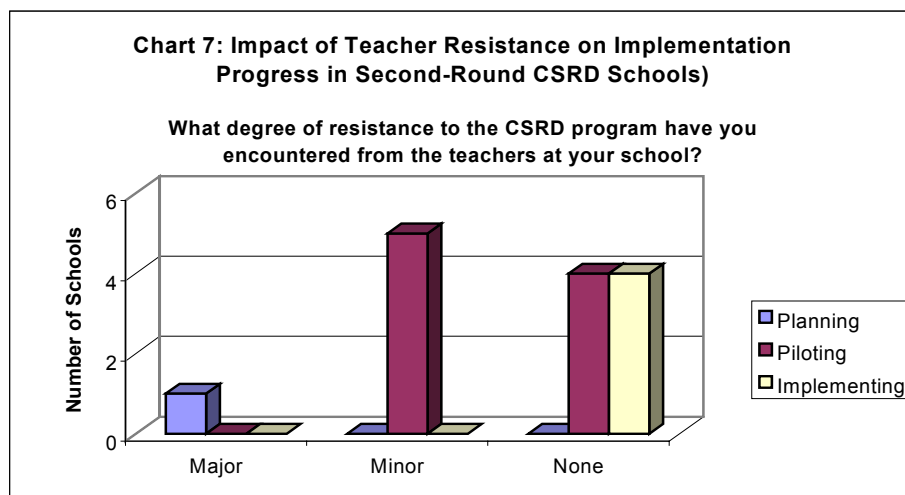
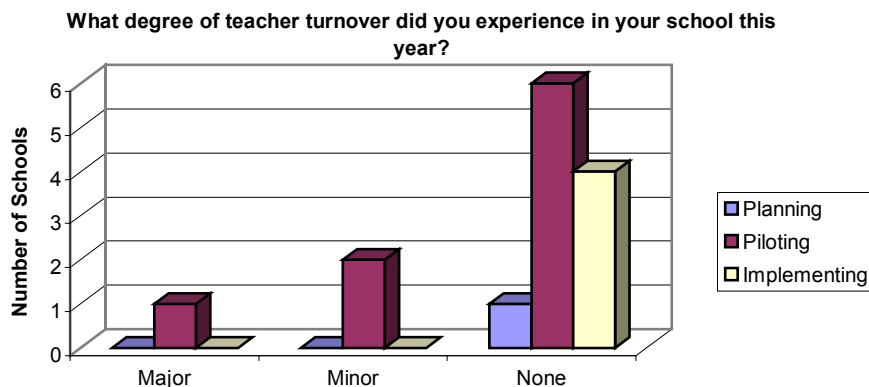


Chart 8: Impact of Teacher Turnover on Implementation Progress in Second-Round CSRD Schools



Control Factors

The department asked schools if they had significant control over their curriculum, instruction, and materials; personnel decisions; professional development; and budget. Overall, Wisconsin CSRD schools report having a moderate level of autonomy. CSRD schools have the most control over their instruction and professional development, with 85% and 71% (respectively) of responding schools reporting site-level decision-making in these areas. Control over the other factors under consideration is roughly shared between sources internal and external to CSRD schools. Fifty-nine percent of responding CSRD schools report control over their curriculum, 56% report control over personnel decisions, 56% report control over their budget, and 46% report control over materials. Eight schools report control over classroom materials is shared with their school district, while six schools report district control.

DPI hypothesized that the schools that have a greater degree of site-level control would make more progress in implementation. Data from the past two years do not support this hypothesis. These findings are summarized below.

- *Curriculum and Instruction:* Four of twenty first-round grantees said they did not have control over curriculum and instruction. DPI rated two of these schools at Implementing and two at Piloting for the 1998-99 school year. All fourteen of the second-round schools said that they had significant control over instruction at the site level. Nine of these schools reported that they did not have control over their curriculum, and that state and/or district standards and benchmarks controlled their curriculum. DPI

rated five of these schools at Piloting and four at Implementing.

- *Materials:* In this evaluation, DPI also considered control over educational materials. Seven of the thirteen responding second-round schools said that they did not have significant control over their materials. Of these schools, DPI rated six at Piloting and one at Implementing.

- *Personnel:* In the first-round schools, eight of twenty schools said they did not have control over personnel decisions. DPI rated two of these schools at Planning and five at Implementing. Of the fourteen second-round schools, six stated that they did not have significant control over personnel decisions. DPI rated five of these schools at Piloting and one at Implementing.

- *Professional Development:* During the 1998-99 school year, all twenty responding schools said they had control over professional development. This year, four of the fourteen second-round schools said they did not have control over professional development. DPI rated each of these four schools at Piloting.
- *Budget:* Fifteen of the twenty first-round schools said they had control over budget decisions. Of the fourteen second-round schools, four said that they had significant control over budget decisions. No school interviewed for this evaluation had significant control over its personnel budget, which typically occupies the vast majority of a school's funds.

Overall, school autonomy does not appear to be closely related to implementation progress. However, significant school autonomy is a relatively new phenomenon for many of the schools in this study. Thus, the duration of time that certain factors have been under a school's control may confound these results. In the cases of budgetary, professional development, and instructional control, there is not enough variation to draw even tenuous conclusions. Control over materials and personnel presented greater variation, but were not associated with any discernable trends. Of all the control factors DPI

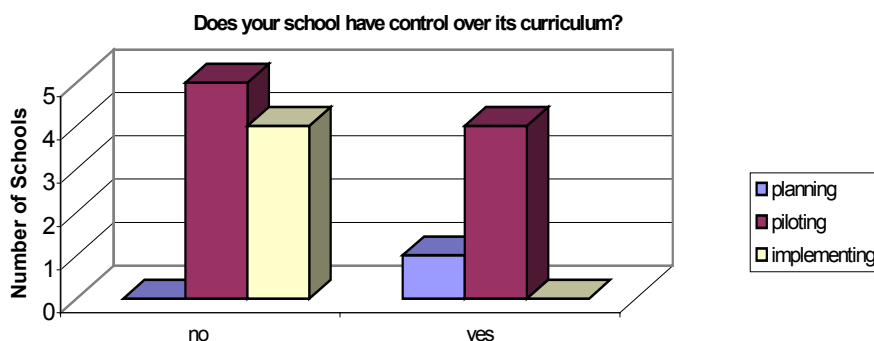
considered in this evaluation, curricular control presents the strongest evidence of possible impact on implementation level. Contrary to DPI's hypothesis, site control over curriculum tends to be associated with lower levels of implementation [see Chart 9]. One reason for this association might be that

District Factors

DPI hypothesized that school district support would be an important factor in implementation progress. During the 1998-99 school year, there was not enough variation to draw firm conclusions; seventeen

of twenty schools reported that they received high-quality, consistent support. This year, four of fourteen schools reported that their district provided excellent support, while four reported that they received low-quality support from their district. The remaining six schools reported an average level of district support.

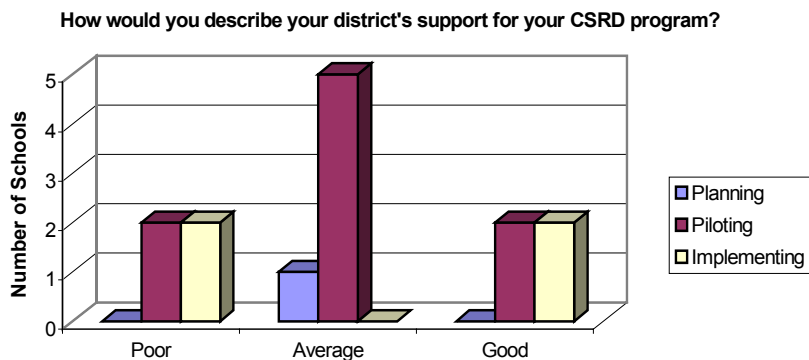
Chart 9: Impact of Site-Level Curricular Control on Implementation Progress in Second-Round CSRD Schools



allowing state and district standards to guide curricular decisions diminishes the responsibilities that teachers are required to shoulder on a daily basis, permitting them to concentrate their efforts on implementing other components of their CSRD program, such as instruction and assessment. Alternatively, teachers might be more reluctant to transform a curriculum that they helped create than they would be to replace a curriculum dictated by the state or district. These hypotheses warrant further examination in subsequent evaluations.

Additionally, the majority of schools visited for this evaluation (fifteen of 22) said that their CSRD program played a significant role in controlling decisions in at least one of these areas. These responses were unsolicited. For example, six of the thirteen schools that said they had control over personnel decisions reported that they considered their CSRD program when hiring new teachers. Eight of the seventeen schools that said they had significant control over professional development reported that their CSRD program guided this training. Of the seven schools that reported they had control over materials, three said they considered their CSRD program when selecting textbooks.

Chart 10: Impact of District Support on Implementation Progress



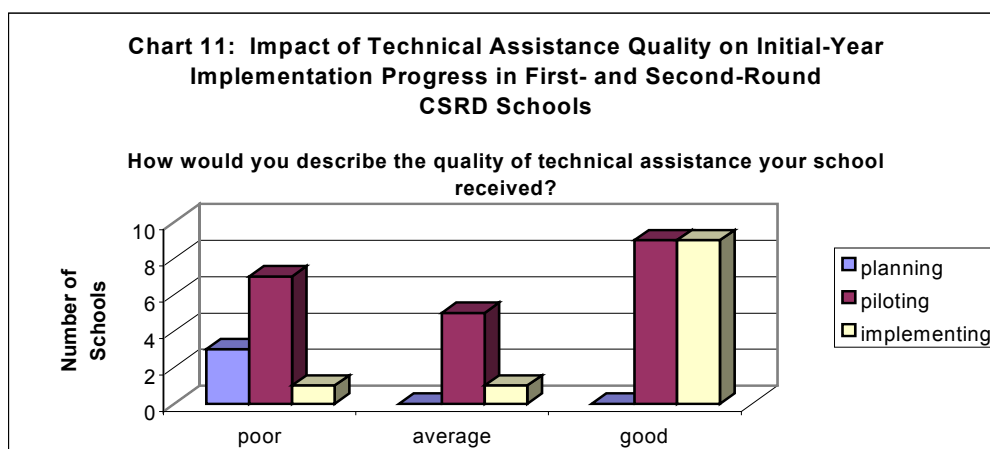
DPI then compared these ratings with each school's implementation progress [see Chart 10]. While high-quality district support and assistance contributes to swift implementation progress the inverse of this statement does not appear to be true. That is, poor district support does not appear to significantly hinder implementation progress, given the available data. Of the four schools that received little district support or assistance, DPI rated two at Piloting and two at Implementing—the same ratings that were given to the four schools with excellent support. Qualitative analysis of these responses revealed that, in some instances, limited district support enhanced school autonomy and limited district obstacles, thus furthering implementation progress. This might explain why some schools rated at Implementing reported poor district support.

Technical Assistance Factors

During the 1998-99 school year, four of twenty schools experienced turnover in their technical assistance team. Technical assistance teams became more stable during the 1999-2000 school year, as only one school reported turnover in this area during the school year. This turnover did not seem to be related to implementation progress. The quality of technical assistance seemed to be a more important factor. During the 1998-99 school year, fourteen Wisconsin schools reported receiving high-quality technical assistance; six did not. During the 1999-2000 school year, six schools reported high-quality

assistance, ten schools reported average assistance, and six schools reported poor assistance.

DPI then compared these ratings to each school's implementation progress [see Chart 11]. Of the fourteen schools reporting high-quality assistance during the 1998-99 school year, seven were rated at Piloting and six at Implementing. Of the five second-round schools reporting high-quality assistance in 1999-2000, DPI rated at two Piloting and three at Implementing. Of the factors DPI examined in this evaluation, the quality of technical assistance is the most reliable indicator of implementation progress.



SCHOOL PERFORMANCE INDICATORS

WKCE Scores

The Wisconsin Knowledge and Concepts Examinations (WKCE) assesses fourth, eighth, and tenth grade Wisconsin students in five subjects:

- Reading
- Language Arts
- Mathematics
- Science
- Social Studies

Students can score in one of four proficiency categories (in ascending order of achievement level):

- Minimal
- Basic
- Proficient
- Advanced

To simplify the evaluation, DPI collapsed the four categories into two: Minimal/Basic and Proficient/Advanced. This measure gives an indication of the broad trends in test scores and has become a standard method of reporting results. The danger is that this method does not detect movement within the collapsed categories. For example, there could be a large movement of scores from Advanced one year to Proficient the next and a similar movement from Basic to Minimal Performance and only a small movement of students from Basic to Proficient. This would be recorded as a net gain even though the students scored worse than their predecessors a year earlier.

For CSRD schools, DPI used a weighted percentage of students scoring in the Proficient/Advanced category. Each cohort of CSRD schools (first-round grantees and second-round grantees) was treated as one large "CSRD school", with each student contributing equally toward the overall average. In other words, the scores of schools with 100 students count proportionately less toward the weighted average than the scores of schools with 500 students.

DPI attempted to focus CSRD funding toward Title I schools and Schools in Need of Improvement by

awarding these schools additional points in the grant approval process. Thus, the raw WKCE scores (as opposed to gains on the WKCE) of CSRD schools are generally lower than statewide averages. Fourth graders at CSRD schools generally scored slightly lower than the statewide averages in all subjects, 8th graders approximately equal to statewide averages, and 10th graders significantly lower.

To measure the impact of CSRD on student achievement, DPI examined annual changes to the percentages of students in CSRD schools scoring in the Proficient and Advanced categories of the WKCE, beginning with the year prior to receiving their CSRD grant (1997-98 for first-round grantees, 1998-99 for second-round grantees). DPI then compared these changes with statewide trends over the same time periods. Results from the 4th, 8th, and 10th grade examinations were included in the analysis. The results for CSRD schools are further disaggregated into first-round grantees and second-round grantees to help gauge the impact of being in the program for one year versus two years.

Changes in WKCE results: CSRD Schools vs. State

Wisconsin students as a whole scored higher on state standardized test scores in 1998-99 than in 1997-98. In 1998-99 4th grade and 8th grade students scored slightly better than the students of 1997-98 in Reading and made large improvements in the other four subjects. During the same time period, 10th grade students scored slightly better in reading and math, and made large improvements in the language arts, science and social studies.

The results for the 1999-2000 examinations were highly consistent with the 1998-99 results. From 1998-99 to 1999-2000 there were only minimal changes in 4th, 8th, and 10th grade statewide averages. The changes in student achievement as measured by the WKCE for CSRD schools compared to their scores from 1998-99 and to Wisconsin schools as a whole over this period are summarized on the following pages.

- In 1998-99, first-round CSRD schools increased the percentage of their students scoring Proficient or Advanced on the 4th grade WKCE in all subjects. These gains fell slightly short of statewide gains in all subjects except Social Studies, which was slightly higher than the statewide gain [see Chart 12]. During their second year in the program (1999-2000), first-round CSRD schools again increased the

percentage of their students scoring Proficient or Advanced on the 4th grade WKCE across all subjects. These gains substantially surpassed statewide gains in all subjects. In 1999-2000 second-round CSRD schools also increased the percentage of their students scoring Proficient or Advanced on the 4th grade WKCE in all subjects [see Chart 13]. These gains also substantially surpassed statewide gains in all subjects.

Chart 12: First-Round CSRD Schools vs. State (4th Grade)

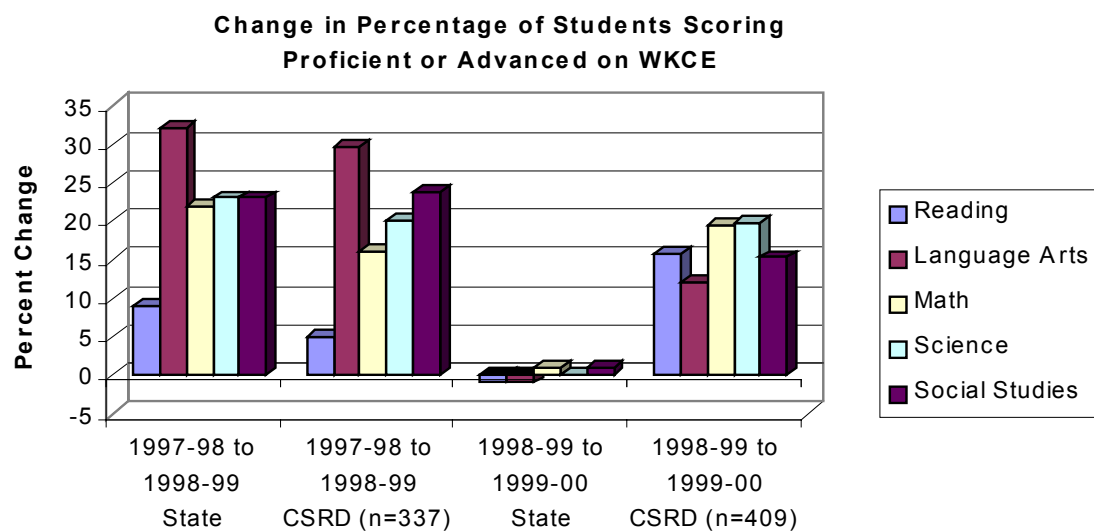
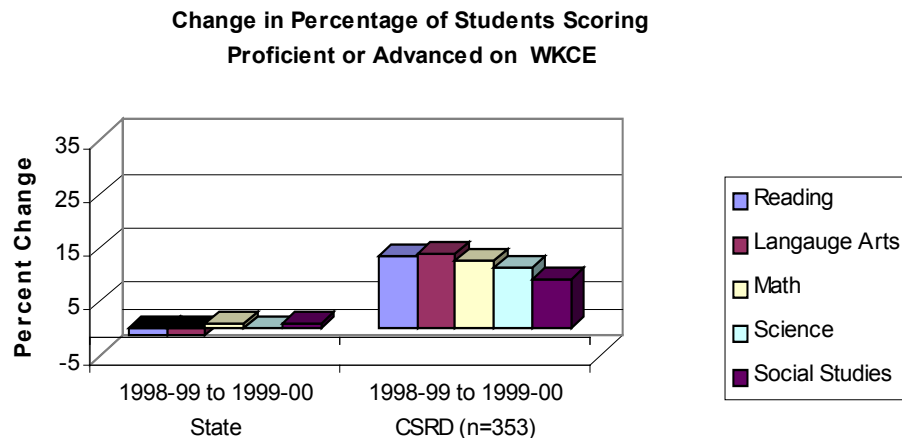


Chart 13: Second-Round CSRD Schools vs. State (4th Grade)



- On the 1998-99 8th grade WKCE, the percentage of students in first-round CSRSD schools scoring Proficient or Advanced increased in all subjects [see Chart 14]. These gains fell slightly short of statewide gains in all subjects except Language Arts, which were approximately equal. During their second year in the program (1999-2000), the percentage of students in first-round CSRSD schools scoring Proficient or Advanced on the 8th grade WKCE increased in all subjects

except Language Arts, which remained relatively stable. In 1999-2000, the percentage of students in second-round CSRSD schools scoring Proficient or Advanced on the 8th grade WKCE decreased in Reading, Language Arts, and Math, and increased in Science and Social Studies [see Chart 15]. The gain in Science was roughly equal to that in the state as a whole, while the gain in Social Studies surpassed the statewide gain.

Chart 14: First-Round CSRSD Schools vs. State (8th Grade)

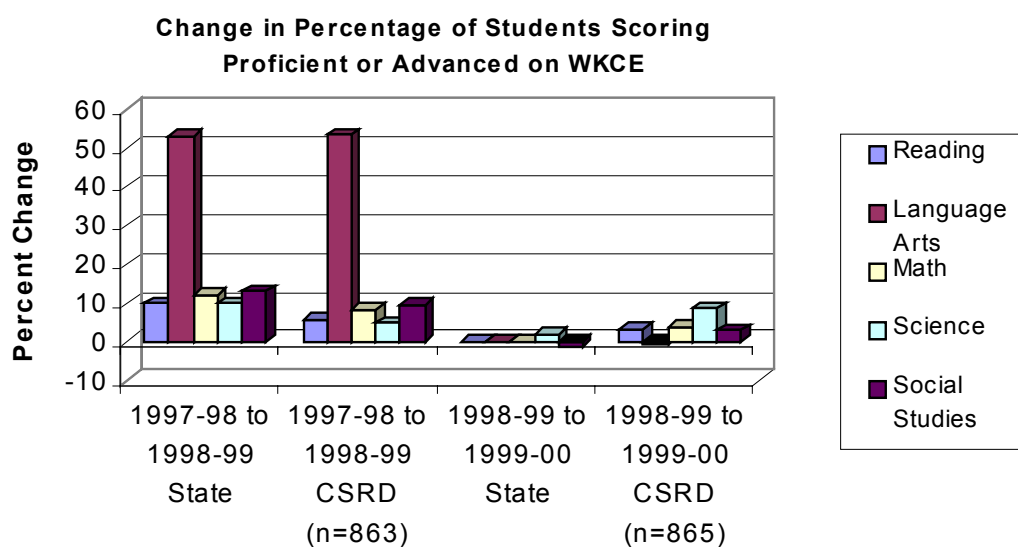
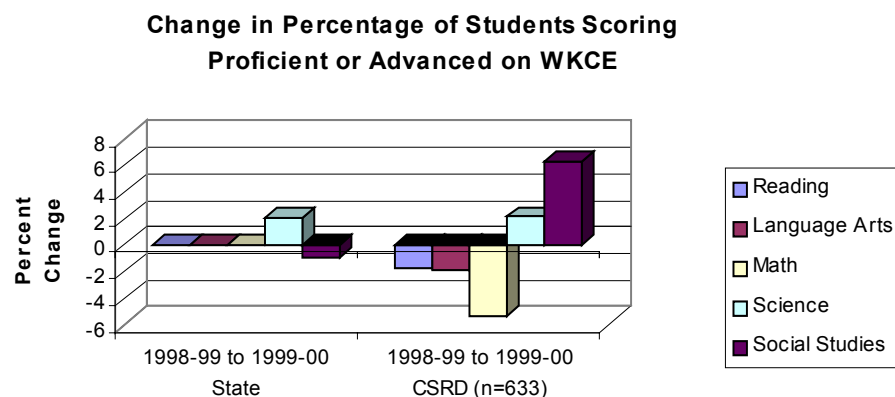


Chart 15: Second-Round CSRSD Schools vs. State (8th Grade)



- In 1998-99, the percentage of students in first-round CSRD schools scoring Proficient or Advanced on the 10th grade WKCE increased across all subjects [see Chart 16]. These gains surpassed statewide gains in Reading and Social Studies. During their second year in the program (1999-2000), first-round CSRD schools decreased this percentage in all subjects except Science, which remained relatively stable. Statewide changes on the 10th grade WKCE in 1999-2000 surpassed those of first-round CSRD schools in all subjects. For second-round CSRD

schools, the percentage of students scoring Proficient or Advanced on the 10th grade WKCE increased substantially in all subjects [see Chart 17]. These gains all greatly surpassed statewide gains. Low school sample sizes (there are only three first-round schools and three second-round schools in this sample) contribute to the extreme differences in standardized test results between first- and second- round CSRD high schools. Clearly, the impact of CSRD in high schools and the differences in these two groups of schools warrant further exploration.

Chart 16: First-Round CSRD Schools vs. State (10th Grade)

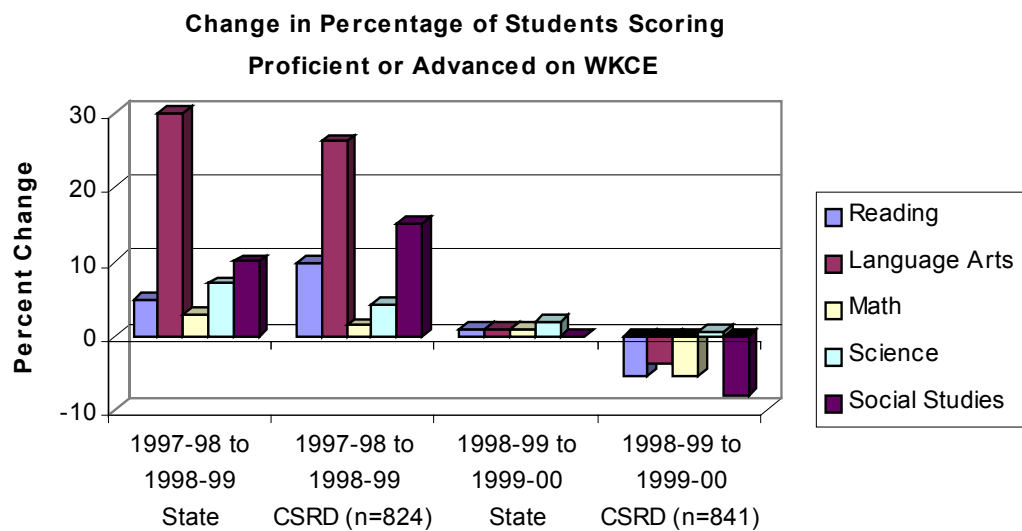
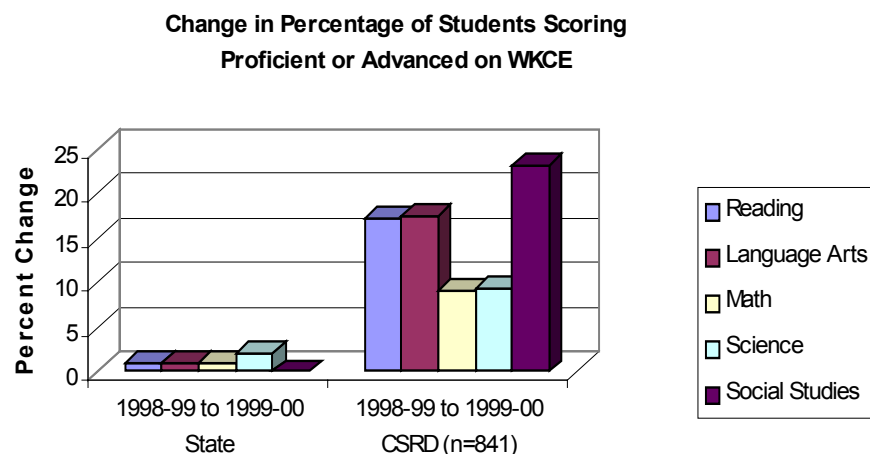


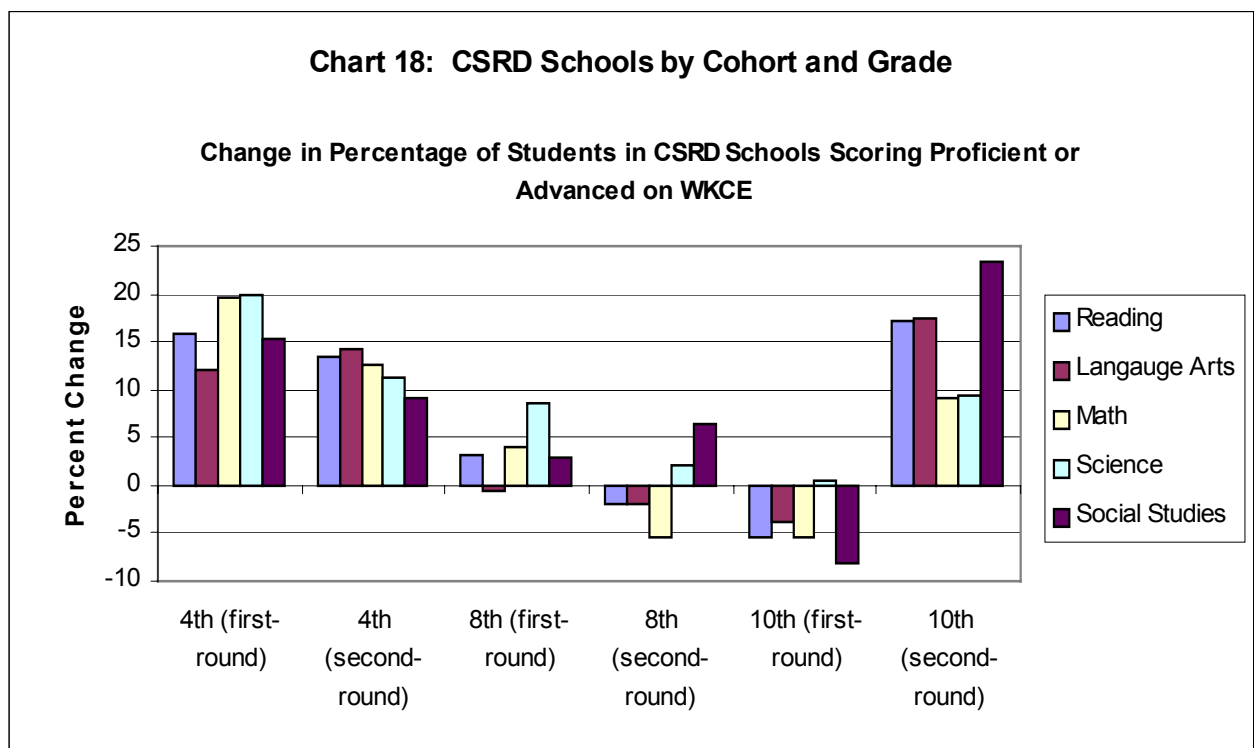
Chart 17: Second-Round CSRD Schools vs. State (10th Grade)



Changes in WKCE results: CSRD schools by cohort and grade

DPI then examined the changes in weighted WKCE results for first- and second- round CSRD schools from 1998-99 to 1999-2000 across all cohorts and grade levels [see Chart 18]. First-round CSRD schools (those that have been in the program for two years) showed greater gains than second-round CSRD schools (those that have been in the program for one year) on the 4th and 8th grade examinations.

This trend was reversed on the 10th grade WKCE, where first-round CSRD schools generally decreased their percentage of students scoring Proficient or Advanced, while second-round CSRD schools increased this percentage in two subjects and fell off to a lesser degree in the other three. Taken together, these trends indicate that the CSRD program has a greater effect on the WKCE results of younger students and that the impact of the program intensifies over time.

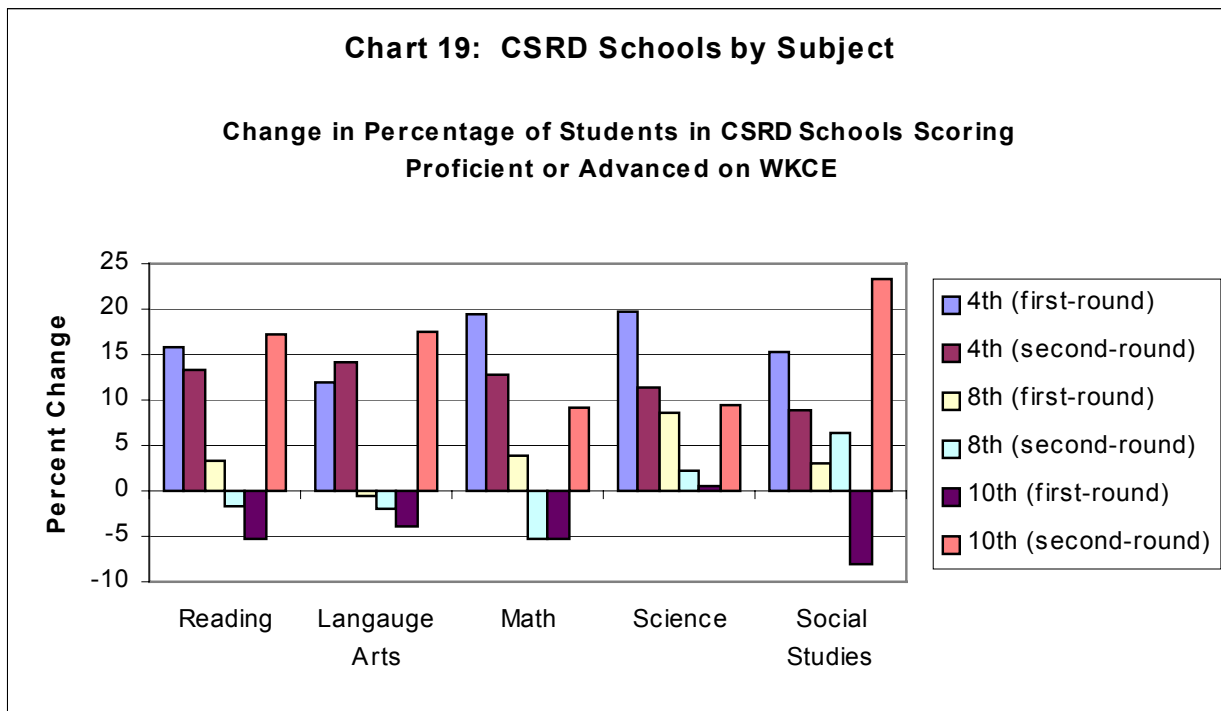


Changes in WKCE results: CSRD schools by subject
 DPI also examined the changes in weighted WKCE results for first- and second- round CSRD schools from 1998-99 to 1999-2000 by subject. The changes in student achievement for CSRD schools compared to their scores from 1998-99 are summarized below and in Chart 19:

- In reading, both cohorts of CSRD schools substantially increased the percentage of students scoring Proficient or Advanced on the 4th grade WKCE. First-round CSRD schools increased this percentage again in 8th grade, second-round schools increased this percentage in the 10th grade.
- In language arts, both cohorts of CSRD schools substantially increased the percentage of students scoring Proficient or Advanced on the 4th grade WKCE. Second-round CSRD schools also increased this percentage in the 10th grade.

- In math, both cohorts of CSRD schools substantially increased the percentage of students scoring Proficient or Advanced on the 4th grade WKCE. First-round CSRD schools also increased this percentage in the 8th grade.
- In science, both cohorts of CSRD schools increased the percentage of students scoring Proficient or Advanced on the WKCE for the 4th and 8th grades, while 10th grade scores remained relatively stable.
- In social studies, both cohorts of CSRD schools increased the percentage of student's scoring Proficient or Advanced on the WKCE in the 4th and 8th grades. Second-round CSRD schools also increased this percentage in the 10th grade.

Overall, CSRD programs do not seem to have a larger impact on any one particular subject area compared to the other subjects.



Changes in WKCE results: percentage of students tested

DPI collected data on the proportion of students tested on the WKCE at each grade level [see Charts 20-22]. Wisconsin emphasizes the importance of including all students in the statewide assessment system, while providing testing accommodations for special needs students where this is appropriate. In the state as a whole, the proportion of students tested on the WKCE slightly increased at all grade levels in all subjects from 1998-99 to 1999-2000. CSRD schools mirrored this trend in the 4th grade, while the

percentage of students tested in 8th and 10th grades remained relatively constant. The percentage of CSRD students tested in 1998-99 and 1999-2000 is roughly equal to the percentage of students tested statewide in the 4th grade. In 8th grade, the percentage of CSRD students tested in 1998-99 was slightly higher than the percentage of 8th grade students tested statewide, and the percentage of students tested in 1999-2000 was approximately equal to the statewide average. In 10th grade, the percentage of CSRD students tested is substantially lower than the statewide average for both years.

Chart 20: Percentage of Students Tested on 4th Grade WKCE

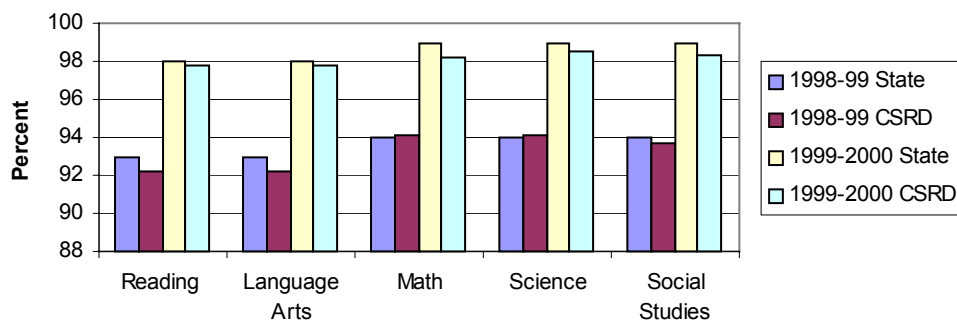


Chart 21: Percentage of Students Tested on 8th Grade WKCE

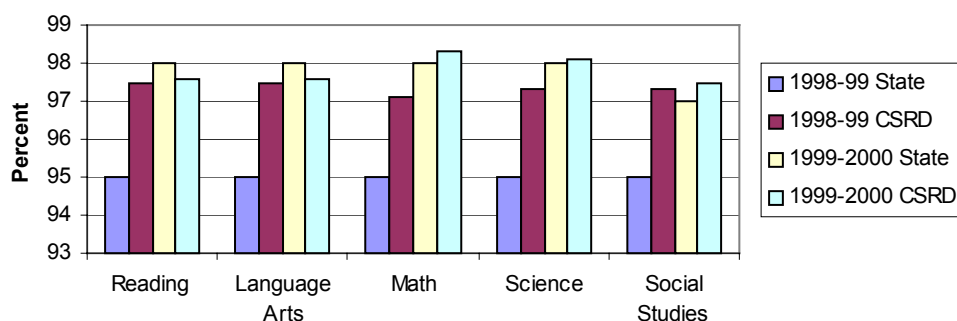
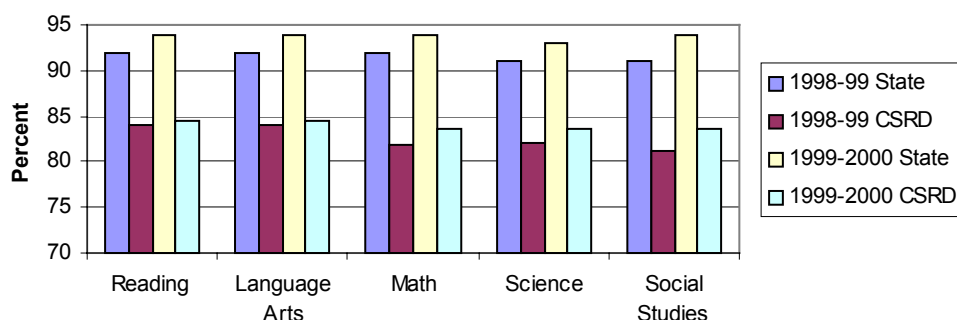


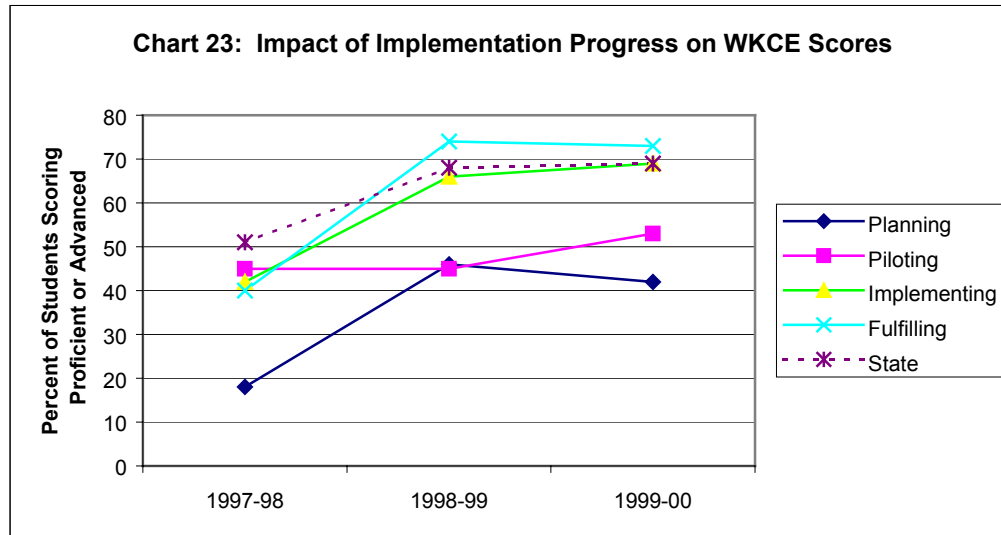
Chart 22: Percentage of Students Tested on 10th Grade WKCE



Changes in WKCE results: by implementation progress ratings

Finally, DPI examined whether implementation progress had an impact on WKCE results. To do this, DPI separated all CSRD schools into four groups based on their 1999-2000 implementation progress rating (Planning, Piloting, Implementing, and Fulfilling) and computed an “overall WKCE score” for each of these categories by averaging the weighted percentage of students scoring Proficient or Advanced for all five subject areas. This “overall WKCE score” was tracked for each of the last three years, and the results are shown in Chart 23. Of the four implementation progress categories, schools rated at Implementing and Fulfilling showed the most consistent positive gains in WKCE results (there appears to be somewhat of a ceiling effect for the Fulfilling schools in this sample). In 1997-98, the raw scores for schools now rated at Fulfilling were below the statewide average, as well as below the

averages for schools currently rated at Piloting and Implementing. In 1999-2000, the raw scores for schools at Fulfilling are now higher than the statewide average, as well as the averages for schools currently rated at Piloting and Implementing. Schools currently rated at Planning began at substantially lower levels and, though they made significant progress over the past two years, remain as the lowest scoring group. Thus, implementation progress seems to be linked with improved academic results—that is, focusing a school around any CSRD program is associated with test score gains. But it is important to remember that these are very broad groups—there are over 7000 students in the Implementing sample alone. More in-depth analysis of these groups might reveal that there are also differences in effectiveness between *what* schools are implementing, as well as simply *whether* they are implementing.



	1997-1998	1998-1999	1999-2000
Planning	n=380	n=610	n=685
Piloting	n=1265	n=8220	n=8375
Implementing	n=5480	n=7400	n=7090
Fulfilling	n=710	n=685	n=745

How are CSRD schools attempting to meet the needs of all students?

During CSRD evaluation visits this year, DPI surveyed teachers and principals about the ways they were using their CSRD program to address the needs of all students in their school, including students with special educational needs or limited English proficiency. Many CSRD schools were utilizing more than one strategy to meet this goal.

Modifications to Instruction

Twenty schools said that they were changing their instructional strategies in order to meet the needs of all students. Generally, these respondents' schools can be described as becoming more "progressive" or "constructivist". Eleven of these twenty said that they considered students' different learning styles or Multiple Intelligences Theory in their instruction. For example, many of these individuals said they were implementing more active, hands-on classroom activities to engage all learners. Five of these twenty respondents said their classrooms were becoming more student-centered, allowing more student-directed learning. Four of the twenty said they were implementing alternative, performance-based assessments to measure learning in different ways than traditional tests. Four other schools stated that they were utilizing differentiated instruction to meet the needs of all students.

Modifications to Student Grouping

Twelve schools said that they were making changes to the way they group students in order to meet their needs. Seven respondents said their school included all students in the regular education program in order to meet their needs. Some of these schools noted that they made modifications for students with special needs, while others mentioned that they held all students to the same standards. Three other schools indicated that they utilized remediation programs to meet the needs of all students, while two schools stated that they used pull-out programs to meet these needs. Two schools stated that they were adding support staff to meet these ends.

Curricular Modifications

Three respondents said that they were working to meet the needs of all students by examining performance indicators and adjusting their curriculum to address weaknesses. Three schools said that they were focusing on literacy and early childhood education in order to meet all students' needs.

Building Strong Families

Two schools said that they were targeting families to help meet the needs of all students. These efforts included parent education and increasing parental involvement.

EXTERNAL SUPPORT

Technical Assistance

Technical assistance is a central and unique component of comprehensive school reform. Technical assistance providers are loosely defined as organizations external to schools that provide consultation and guidance for CSRD programs, usually in the form of a school model or design. For example, some schools have the will to reform, but do not have the capacity to implement improvements on their own, while other schools are successful in certain areas, but need extra guidance in areas in which they are struggling. For these reasons, CSRD schools typically use a portion of their grant (ranging from a \$5,000 to \$60,000 for second-round schools) to contract with technical assistance providers. Technical assistance can be delivered through numerous channels: school-initiated communication (such as responding to telephone calls or e-mails); regional, national and international conferences; networking with other schools implementing the same program via direct or "virtual" communication; on-site training through presentations or demonstrations; and classroom observation, evaluation, and feedback. Findings from this evaluation lend support to the claim that schools reporting that they received high-quality technical assistance made more progress in implementation than those schools that did not report receiving high quality assistance.

Twenty-two schools were visited for the 1999-2000 evaluation. Of these schools, six reported receiving high-quality technical assistance from their model provider, ten reported average technical assistance, and six reported poor technical assistance. Only two model providers, Accelerated Schools and Co-NECT, serviced more than one of these schools, with six schools and three schools, respectively. All total, Wisconsin CSRD schools contracted with nineteen different technical assistance providers, while three schools adopted home-grown (but research-based and replicable) reforms, and two schools modeled their programs after innovative and successful schools elsewhere. Additionally, DPI is aware of at least two schools that have contracted with multiple (yet complementary) technical assistance providers to enhance their reform program. Bullen Middle School in Kenosha is implementing the Schoolwide Enrichment Model to improve upon the Accelerated Schools program and Wilson Elementary School, also in Kenosha, has adopted the Direct Instruction model to strengthen the instructional component of the Marva Collins program.

Of the models in schools visited for the 1999-2000 evaluation, Lightspan, Paideia, Expeditionary Learning Outward Bound, and 4-MAT in particular were identified for the high quality of technical assistance they provided. These organizations were praised for providing training that was readily transferable to the classroom. Across all schools, three practices characterized particularly useful technical assistance. First, it involved demonstrations and materials that teachers could reference as a model of ideal practices and examples. Second, the training was tailored to the unique needs and circumstances of the school, making it more relevant to teachers. Finally, the training was delivered frequently and supported with classroom observations, evaluation, and feedback for improvement.

The Accelerated Schools Project was also commended by some of their schools, but they were criticized by other schools that they served. This summer, representatives from Accelerated Schools (AS), CSRD schools implementing the model, and DPI gathered to discuss improvements to technical assistance and plan for next year's reform efforts. A common complaint leveled against AS was the lack of a high quality satellite center in Wisconsin. Several individuals from Accelerated Schools in the state have offered to help start such a center.

Six of the 22 CSRD schools visited for this evaluation reported problems with technical assistance from the model provider. DPI classified complaints about technical assistance providers into two categories, moderate and serious. Schools leveling moderate complaints were those that questioned some aspect or aspects of the technical assistance, but on balance, said the technical assistance, and the reform program, was worthwhile. Many of these moderate complaints were addressed and rectified (or at least improved) during the course of the school year. For example, one school described their technical assistance as "below average to poor" but noted that it had improved since their model providers began training using the demonstration method.

Poor technical assistance was characterized by three traits. First, the training was not readily transferable to the classroom because it was either unclear or irrelevant to the school's needs or circumstances. Second, several schools complained that they had to be very aggressive and persistent to receive the technical assistance for which they had contracted.

These complaints were often precipitated by limited communication between schools and their model providers. Finally, low quality technical assistance was often characterized by impracticality, as issues such as unreliable or under-utilized web sites and problems related to billing or receiving materials in a timely fashion were common complaints.

Schools reporting serious complaints were those that opted to continue with the technical assistance providers, but were questioning whether they had "received their money's worth" or had strong doubts about the long-term viability of the program. Two schools surveyed for this evaluation reported that,

given what they know now, they would not choose the same model again. One service provider, the Next Generation Schools Project (NGSP) selected by Goodman Elementary/High School, was identified by DPI as providing technical assistance that did not meet an acceptable standard. After the midpoint of this school year, staff at Goodman still had a very limited understanding of this design. To DPI's knowledge, an initial needs assessment was the only service NGSP provided to the school. An external evaluation of the CSRD program at Goodman revealed that the vast majority of staff members at the school did not know who their school's grant service provider was or their responsibilities under the grant.

Strengths and Weaknesses of CSRD Models

During the 1999-2000 evaluation visits to 22 schools, DPI asked principals and teachers to describe the strengths and weaknesses of the specific reform model they selected. Some schools named multiple strengths and weaknesses. Nine schools said that the flexibility of their CSRD model was its biggest strength, allowing them to draw from many different research-tested methods to "individualize" the model to meet the unique needs of their school. This was the most often noted strength, but also one of the most commonly mentioned weaknesses of reform designs. Four schools stated that their design was too flexible or not specific enough to provide a clear path to reform. Four other schools added that the biggest weakness of its CSRD program was its lack of flexibility and that they experienced trouble adapting the design to their school's unique situation. Since some schools named flexibility as both a strength and a weakness, it is clear that this is a double-edged sword with some reform models.

The way that staff and community members react to change was seen as both a strength and a weakness in CSRD schools. Six schools mentioned that the strength of their reform program was that it was unifying and empowering for their staff. These comments often included phrases like "sense of ownership" "shared decision making" and "common vision". Four other schools noted that their CSRD program placed a new focus specifically on student achievement. However, six schools listed as a weakness their difficulty to get all teachers and community members to buy in to the school reform project, and three others added that they were having difficulty finding time and substitute teachers to allow for an increased investment in professional development .

Five schools said that their model's biggest strength was its strong research base and proven impact on student achievement. These schools indicated confidence that their design would "work", if implemented properly. However, three schools suggested they were less confident in the merits of their design by naming as a weakness the inability to see immediate results or the slow pace of reform at the school. Two additional schools expressed concern that the depth of instruction required by their reform model would come at the expense of covering the content required by district and state standards.

Five schools also said that their model's biggest strength was in helping to build community partnerships and networks with other schools implementing the design. Similarly, three schools indicated their model's biggest strength was as a vehicle for more meaningful parental involvement. On the other hand, two schools noted as a weakness their lack of clarity about the role parents could play in the CSRD effort.

Many CSRD programs focus on engaging and valuing all children in the school, and five schools identified this as a strength of their program. Three schools stated that their reform program helped establish a more positive school climate, and that the biggest strength of their program was that it did not focus solely on academics.

Additional strengths mentioned in more than one school were: meeting needs identified by the school (three schools); fitting the philosophy of the school's staff (2); encouraging critical thinking (2); integrating technology (2); and producing sustainable change (2).

Additional weaknesses mentioned in more than one school were: limited contact with technical assistance providers (two schools); low quality professional development and technical assistance (2); and the financial cost of reforms (2).

District Support

The diversity of the Wisconsin districts participating in the CSRD program is remarkable, particularly in size and resources. The Milwaukee school district has hundreds of schools and close to 100,000 students. The Trevor school district consists of one elementary school. The superintendent and the principal have adjacent offices in the school building. The Madison Metropolitan School District has vast resources to assist schools, including experts that specialize in curriculum, professional development, standards, and assessment. In the Ladysmith-Hawkins District, the superintendent has few resources and he is the only individual providing technical assistance on the district level.

Overall, Wisconsin districts support CSRD in many ways: grant writing; program evaluation and dissemination; moral support and publicity; staying up-to-date with reform efforts; providing resources such as substitute teachers; and granting flexibility and waivers from certain requirements. The vast differences in district capacity discussed above tended to manifest themselves as different forms of district support and in several different definitions of high quality district support. Generally, schools in large districts seemed to be content with a hands-off approach to district support that provides schools the freedom to pursue their own reform agenda. They expect help with grant writing and request waivers from some requirements, but don't desire for their district to be involved with the day-to-day reform efforts. For example, several schools in urban districts report that, with regard to CSRD, their district "doesn't do much, but doesn't need to do much" or that the district "doesn't provide much support, but they don't provide any significant obstacles either." In mid-sized and rural districts, CSRD schools characterize high-quality district support quite differently. District personnel are more likely to be intimately involved with CSRD programs in these areas by attending staff meetings or serving as a program coordinator. In rural areas in particular, the stability of district leadership plays an important role in both district support and implementation progress.

Despite the diversity of district resources, the overwhelming majority of CSRD schools reported satisfaction with district support. Of the 22 CSRD schools visited for this evaluation, seventeen reported receiving consistent support from their district. Five school districts were identified as providing excellent support to their CSRD schools: West Allis, Saint Croix Falls, Portage, Appleton, and Brown Deer. The most supportive districts were praised for the flexibility and site level control they granted CSRD

schools for budgeting, curriculum, and professional development. For example, some CSRD schools were exempted from "mandatory" district-wide inservices that were not relevant to their reform program and allowed to use this professional development time for training related to their school design.

Several Wisconsin districts have begun using CSRD schools as demonstration sites for other local schools. The West Allis school district views Frank Lloyd Wright Middle School as "an incubator of innovative programs" for the district. In Brown Deer, the reform program adopted by the middle school is not merely aligned with the district's school improvement plan, it *is* the district's school improvement plan. The Green Bay, Kenosha, and Beloit districts are all publicizing and disseminating program information to build district-wide interest in their CSRD schools and aspects of comprehensive reform. For example, the Kenosha district is advocating school improvement plans and data-driven decision making in all of its schools—traits borrowed from the Accelerated Schools programs at Roosevelt Elementary and Bullen Middle. Kenosha, is also home to a Direct Instruction school, and the district requires all schools receiving Federal Class Size Reduction funds to implement Direct Instruction in at least one classroom.

Four districts visited for this evaluation were home to more than one CSRD school: Milwaukee (seven schools), Kenosha (3), Green Bay (2), and Saint Croix Falls (2). Five Milwaukee schools rated their district support as average, but two said the support was poor. Several Milwaukee schools complained that district initiatives were inconsistent and unfocused and that there was simply "too much going on" in the district. Other schools said that the district emphasized assessment over support and that it was hard to get recognition for their reform program. One Kenosha school characterized the district's support as good, while the others reported it was average. District funds were used to hire a CSRD program coordinator for one of these schools. Overall, Green Bay schools rated their district support as average, stating that the district provided help with grant writing and that their CSRD programs align well with district initiatives. Saint Croix Falls was identified as providing excellent district support by both the middle school and the high school. Having district offices located in the same building as both of these schools facilitated strong relationships.

DPI asked schools if they experienced any major obstacles at the district level, including, but not limited to, budget problems and labor-management issues. During the 1998-99 school year, four of twenty schools reported major obstacles at the district level. This year, seventeen of the 22 schools visited for the evaluation reported some district-level obstacles. Seven schools reported labor-management problems, seven schools reported problems with conflicting or inconsistent district initiatives, and four schools reported budget/finance problems. The vast majority of these obstacles was minor or resolved over the course of the year, but several will persist. DPI is aware of at least four CSRD schools that adjusted their resource allocation plans during the 1999-2000 school year as a result of obstacles at the district level.

District officials continue to report that they are positive about the CSRD programs, according to DPI surveys. The vast majority of officials responding to DPI surveys said the CSRD programs “fit with the districts overall strategic plan.” A similar majority said that “the district is an active member in the implementation of the CSRD design.”

State Support

Technical Support

During the 1999-2000 school year, DPI staff visited or conducted telephone interviews with each CSRD school to provide technical assistance. DPI also moderated discussions between schools and model providers, leading to improved service and increased responsiveness.

Evaluation

The DPI evaluator visited 22 CSRD schools from March to May 2000. School-by-school evaluations and suggestions for program improvement are included in the "School Performance Reports" section of this document. The evaluator relayed requests for information and technical assistance to DPI staff who then responded.

Budget Revisions

DPI staff responded to all budget revision requests. In 1999-2000, almost all schools requested a budget revision to better align their budgets with their CSRD programs. All requests that met program guidelines were granted.

End of Year Reports

Each CSRD school had to complete an end-of-year report by June 1, 2000. DPI's CSRD staff recruited over a dozen DPI staff from Title I and other

programs to assist with in a daylong review of the reports. The staff used a standardized form to review the reports. The schools were rated in a number of categories, including performance goals, data analysis, professional development, continued support for comprehensive reform, parent involvement, and external assistance. DPI mailed the comments to the schools with the 2000-01 award notices. The department followed-up this effort with telephone calls encouraging the schools to use the comments to guide future implementation.

The Quality of DPI Assistance

During the evaluation visits, 22 CSRD schools were asked to summarize their relationship with DPI on this project. The vast majority indicated that their relationship with DPI was productive, with more than one school describing DPI's work with CSRD schools as "honest," "supportive," or "excellent." Four schools mentioned that the "Using Data to Improve Student Achievement" was particularly useful, with several schools noting that they had shared this information with other schools. The cadre meetings hosted by DPI and DPI's assistance with budget revisions were also acknowledged as helpful.

However, several viable concerns and suggestions emerged from this survey. Five schools said that there was an excess of paperwork (for example, surveys and end-of-year report) involved with the CSRD grant. One suggestion to improve this situation was for DPI to coordinate their evaluation and oversight activities with others undertaking the same tasks, such as model providers, other Department staff, and the DOE. To address the concern that paperwork is burdensome, DPI has decided not to require schools to track survey data from parents, district administrators, and school staff in the future. In addition, DPI will work with NCREL to coordinate their evaluations.

Four schools requested help or training from DPI for improving specific areas of the reform program, such as parental involvement, program evaluation strategies, and obtaining appropriate waivers. One school requested a needs assessment tool that was more appropriate for their school population. Another school noted the need for DPI to monitor model providers and hold them more accountable for providing the services they promise. Additional schools requested increased communication and flexibility from DPI in general.

Federal Support

The U.S. Department of Education maintains an electronic mail list-serve to distribute information

about CSRD as fast as possible and keep state representatives up-to-date with the latest CSRD-related activities, such as the National Evaluation and "CSRD in the Field."

DPI staff have accessed the National Clearinghouse for Comprehensive School Reform (www.goodschools.gwu.edu) on numerous occasions for valuable information and reference materials regarding the program and specific models. The Clearinghouse regularly updates DPI staff with new publications via electronic mail.

During the 1999-2000 academic year, Federal support through the Goals 2000 grant allowed

NCREL to co-sponsor (with DPI and Wisconsin's Cooperative Educational Service Agencies) a two-day workshop on "Using Data to Improve Student Achievement". By many accounts, this interactive seminar was highly successful. Participants noted that the "data retreat" was especially effective because it involved the actual test results from their schools. Several schools have begun applying the techniques learned during this "data retreat" to address weakness in their standardized test results. DPI and several CSRD schools have shared these data analysis/application techniques with schools throughout the state, and the Department even applied this process to statewide assessment results.

CONCLUDING THOUGHTS

Lessons Learned

As DPI's role has transformed over the course of implementing CSRD, several new lessons and key observations have emerged. These reflections were developed from internal conversations, informal discussions with schools, and responses from the field:

- Comprehensive school reform has clearly contributed to a renewed sense of focus and unity among teachers and administrators in many CSRD schools. CSRD programs commonly serve as an anchor in coordinating the efforts and educational philosophies of educators, who are all too often isolated from one another.
- Conducting site visits to CSRD schools throughout the academic year is highly beneficial to understanding progress and building close connections with school personnel. Most importantly, these visits allow DPI and schools to identify—and work to eliminate—potential obstacles to reform early in the school year. The Fall DPI site visit to one school resulted in intensive technical assistance, and provided this school with an opportunity to get its reform program back on track before the end of the year. Had this visit not occurred, the school might have been denied funding for next year due to lack of demonstrated commitment and progress.
- Stable school and district leadership, particularly in rural areas, is a boon for continuous implementation progress. In schools where major leadership turnover is a regular occurrence, the CSRD initiative risks becoming viewed as a "pet project" of the current principal or superintendent that may not survive under a new regime. One first-round CSRD school dropped out of the program during Summer 1999 when the new district leader decided the program did not mesh with new district-wide initiatives. Implementation progress in several other schools has been significantly slowed for similar reasons. Fortunately, firmly institutionalized CSRD programs have shown signs that they can lend a degree of continuity to schools experiencing frequent turmoil. Thus, in schools where instability is predictable, committing to a CSRD initiative should be closely scrutinized.
- Many schools are implementing "project-based" CSRD programs that tend to emphasize depth over breadth of instruction and authentic

instructional experiences over textbooks and worksheets. Occasionally, individuals in such schools indicated concern to DPI that these innovative methods could come at the expense of addressing content standards and improving standardized scores. Curriculum mapping against state and district standards and ongoing analysis of WKCE scores and other student performance indicators are two methods that schools have successfully used to ease these concerns.

- Several reports (including this evaluation) indicate that high-quality technical assistance facilitates rapid program implementation. However, most research shows that *faithful*—not necessarily fast—implementation is the key to replicating successful CSRD programs. DPI's observations indicate that well-trained on-site program coordinators can be especially useful in achieving fidelity to program ideals, particularly by providing ongoing professional development and frequent classroom observations with feedback for improvement.

Policy Recommendations

During the first two years of implementation in Wisconsin, CSRD has shown strong signs of making a positive impact in many schools. As DPI continually reviews the program, it will become important to adjust its policies and practices in accordance with new findings. The following broad topics have been identified as prime areas for new policy interventions or improvements:

- **Technical Assistance.** There is clearly room—and a desire on the part of several CSRD schools—for the Department to play a role in the monitoring the relationships between CSRD model providers and the schools they serve. This role could be proactive—for example, training schools in how to negotiate effective contracts with model providers and setting standards for high-quality technical assistance—so that minor disputes are resolved before relations go awry and trust is compromised. Because DPI already holds schools accountable for implementation (via the evaluation), they could also hold model providers accountable for delivering the services outlined in their contracts.
- **Professional Development.** Professional development is the key vehicle for changing classroom practice through comprehensive school reform. However, there are few extrinsic

incentives for teachers to develop professionally and implement change. The Department and districts could address this with future policy considerations. For example, one CSRD district offers teachers an initial bonus for attending design-based training sessions, and a second for implementing this training in the classroom. Additionally, teachers could receive credit toward licensure for training in a CSRD model, or reach an advanced level of licensure by becoming, for instance, a “Success For All”-certified instructor.

- **Flexibility.** The CSRD grant alone does not provide schools sufficient funds to implement a comprehensive school reform program with all nine components. DPI deliberately set the award at such a level to encourage schools to reallocate their existing budgets and to prepare them to sustain reforms once the grant expires. For example, one CSRD school was allowed to use their Title I funds schoolwide to support their CSRD initiative, despite not meeting the typical threshold for this waiver. However, few schools have the fiscal autonomy and expertise in school finance to reallocate resources in such a creative manner, and several schools have had to sway from their original plans in order to meet state, district, and other regulations. This flexibility could extend to other areas as well. For instance, CSRD principals generally crave more control over the personnel and professional development at their school than they are currently afforded. Several CSRD schools have requested help in identifying the waivers they could acquire and other appropriate channels they could follow to increase their flexibility and allow them to focus resources more intently on their CSRD program. DPI and school districts could certainly play a role in disseminating such information and taking into consideration the degree of coordination and commitment or resources that is required to achieve true comprehensive school reform.
- **Demonstration.** This evaluation suggests that large districts are less active in their support of CSRD schools—and schools in large districts are generally satisfied with this hands-off approach. One action that urban districts can take to support CSRD that is in accord with both of these findings is the oft-neglected “D” in CSRD: demonstration. Promising programs in urban schools, such as many instances of CSRD in Wisconsin, are rarely met with the publicity—and replication—that they deserve. DPI and

large districts such as the Milwaukee Public Schools, should find ways to work together to use successful CSRD sites as “Lighthouse Schools” for their districts that struggling schools can look to as a model for reform. Organizing site visits, networking, and disseminating program information could serve as starting points for these efforts.

- **Using Data.** For the majority of CSRD schools, developing measurable program goals and benchmarks that are focused on students (as opposed to staff) and on outcomes (as opposed to inputs) remains a difficulty. This phenomenon is demonstrated in the schools’ end-of-year reports. DPI intended for these documents to be used to help schools evaluate the past year’s progress and make adjustments to their CSRD plans for the coming year by setting and revising (if necessary) well-defined program goals. If thoughtfully completed, the end-of-year report can be a powerful tool in a school’s CSRD initiative. If viewed as excessive paperwork, it can become just that. This year’s “data retreat” laid the groundwork for helping CSRD schools learn to use student performance data more wisely and more widely to guide and evaluate their reform efforts. DPI has planned two adjustments to continue this effort in the future. First, the pending rollout of the Wisconsin Information Network for Successful Schools (WINSS) will provide schools with individualized and readily accessible data that can be used for program planning and evaluation. Second, DPI will require all applicants for third-round (2001-2002) CSRD funds to participate in a data retreat in order to assess their school’s needs and aid in program selection.
- **Delivery and Utilization of Grant Award.** For the next round of CSRD schools, DPI should consider exploring alternative strategies for the delivery and utilization of CSRD funds. Under the current timetable, CSRD schools are funded at a consistent level for all three years of the grant and any unspent moneys cannot be carried-over to the next school year. A more effective timetable might involve a larger grant for the initial year of implementation that gradually decreases and allows carryover of unspent funds from one year to the next. This schedule could lead to program improvement for three reasons. First, the initial year of CSRD implementation generally costs more than subsequent years because it requires a more intense investment in

professional development. This intensity slowly wanes as teachers and administrators become comfortable with the design and are able to implement the program without external technical assistance. Second, by gradually decreasing the grant amount, schools might become less dependant on outside funding, putting them in a better position to sustain reform when the grant expires. Finally, by allowing carryover of funds, schools might not feel pressured to spend wastefully rather than not spend at all. CSRD schools could then utilize the grant more strategically, possibly even reserving some funds for a fourth year if the school is not entirely ready to independently sustain reform.

Future Directions

DPI is continually examining their existing support structures and looking for ways to optimize the impact that CSRD has on schools. As the Department looks forward to the third year of CSRD implementation, several prospective potholes—and one potential boon—have appeared on the horizon. DPI has developed the following possible future directions and activities:

- The CSRD program in Wisconsin has been so successful—particularly in some of the state's most underfunded schools—that DPI strongly believes the program should be expanded. In his biennial budget request, the State Superintendent has included a \$14 million initiative dubbed "Badger CSR" that would allow for the implementation of comprehensive school reform models in over 300 high-poverty schools across Wisconsin. The potential impact of "Badger CSR" would be tremendous, and there are extremely high hopes for this program.
- For the twenty first-round CSRD schools, next year will be their last in the program. DPI and all CSRD schools must begin planning now to sustain comprehensive school reform efforts after the three-year grant expires. And this does not simply mean finding another funding source. There are several ways that CSRD schools can work to institutionalize reform for continued improvement, and some Wisconsin schools have already begun this difficult mission. To sustain reform, CSRD schools can purchase design-based materials, such as books and software, that will remain in the school for the long term. Similarly, CSRD schools can archive samples of their own high-quality work, such as lesson plans or assessment tools, to guarantee that they

endure. CSRD schools can also bolster their internal capacity by building in-house experts in the CSRD program, such as design coaches and program coordinators. Technical assistance providers can—and several do—aid in these efforts through the "training of trainers," like in-house experts. DPI will target technical assistance toward forming and implementing strategies for sustainability of CSRD reforms during workshops during the 2000-2001 school year. In addition, first-round CSRD schools will be required to submit to DPI a plan detailing the steps they will take to sustain reforms after the grant expires.

- Achieving *meaningful* parental involvement remains a weak link in most CSRD programs. DPI observations revealed that the majority of parental involvement opportunities in CSRD schools still follow the traditional "social" model of bake sales, potluck dinners, and the like. And while many CSRD schools have a core of dedicated parents, few schools are able to reach out to parents who would not otherwise become involved. A more effective model of parental involvement would focus on empowering parents and helping them to make a positive impact student achievement. Several CSRD models can serve as excellent vehicles for this type of involvement. These programs help to bridging the gap between home and school by involving parents in student work and major school decisions. During the 2000-2001 school year, DPI will target technical assistance toward helping schools develop and implement strategies for meaningful parent involvement.
- There is little doubt that high-quality external technical assistance leads to more rapid and more faithful CSRD program implementation. Unfortunately, not all CSRD schools in Wisconsin have an active technical assistance provider, and not all technical assistance teams provide high-quality service. High-quality technical assistance is described by CSRD schools as training that is readily transferable to the classroom, tailored to the needs of the school, and ongoing and supported by frequent evaluations and feedback for improvement. While awarding the third round of CSRD funds, DPI staff should closely scrutinize applicants' technical assistance plans—and the promises of external technical assistance providers—to ensure that all CSRD schools will receive high-quality assistance. Note that this does not mean that successful CSRD schools must partner with

an established model provider. Indeed, some of the highest-quality technical assistance in Wisconsin's CSR D schools was provided by university faculty and from models listed in the CSR D legislation. What is important when it comes to technical

assistance is not the popularity or cache of a school's reform program, but their ability and capacity to impart expertise and build a successful partnership with CSR D schools.

SCHOOL PERFORMANCE REPORTS

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

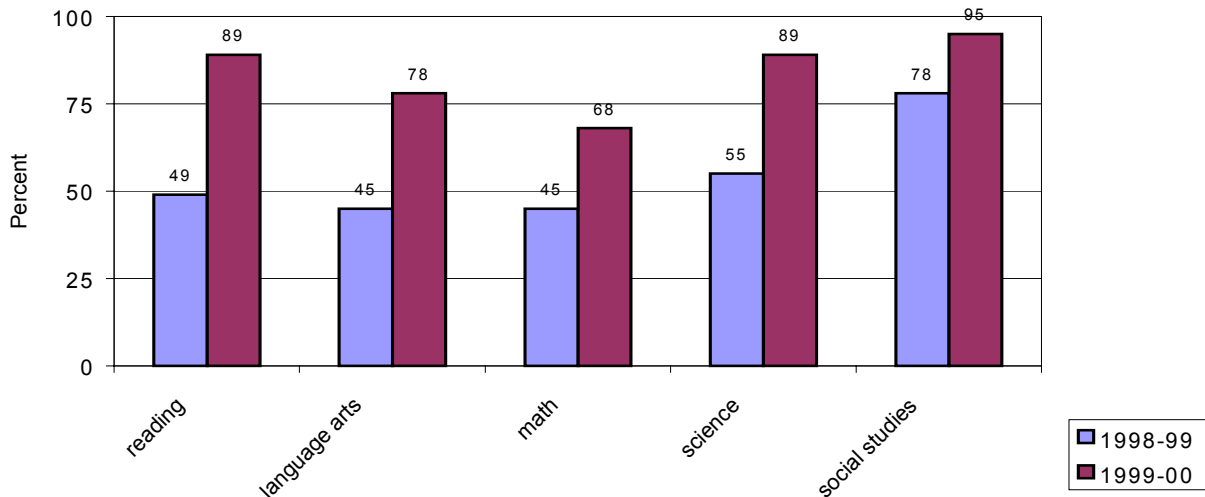
District: **Appleton**
 School: **Columbus Elementary**
 Enrollment (99-00): **266**
 Attendance Rate (98-99): **96.6**

Free/Reduced Lunch Rate (99-00): **57.8 9**
 CSR Model: **Different Ways of Knowing**
 Implementation Level: **Piloting**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: A needs-analysis conducted at Columbus last year led them to focus on coordinating staff development, raising expectations, and increasing parent involvement. The school selected the Galef Institute and their Different Ways of Knowing (DWOK) model to provide the training and framework to meet these needs. Even in this first year, DWOK provided the staff with a shared language and vision. Teachers report that once they fully understood the principles of the design, DWOK became a good vehicle for integrating curricula and reaching many different learning styles. In addition to spreading knowledge of DWOK beyond a core group of teachers, a goal for the future will be ensuring that all teachers can clearly articulate the link between arts-based instruction and increased student learning.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	31	100	100	100	100	100
1999-00	24	100	100	99	99	99

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X				X	
Instruction				X			X	
Standards			X				X	
Assessment		X				X		
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources				X			X	

Curriculum: Columbus staff view DWOK as a vehicle for integrating different instructional methods while maintaining the school's typical curriculum. Some teachers at the school have found that DWOK lessons are easily adapted to social studies, but more difficult for other academic disciplines.

Instruction: DWOK instruction emphasizes utilizing creative activities and the arts to meet the needs of many different types of learners. Classroom observations and staff interviews revealed teachers who made deliberate efforts to engage all students by addressing several 'different ways of knowing' in each lesson. Formal DWOK lessons are taught 3-5 times per week in most Columbus classrooms. The school had originally planned to integrate five lessons per week, but came to realize that the plans provided by Galef needed significant alterations to allow for appropriate implementation at Columbus. Several teachers report informally integrating DWOK principles into their typical daily lessons.

Standards: The Principal examined the sample lessons provided by DWOK and selected for implementation those that best matched existing standards.

Assessment: Assessment has taken a back seat to instruction this year, but will be a focus of next year's CSRD efforts. Administration feels assessments based on the DWOK philosophy can be coupled with traditional standardized tests to provide a more complete picture of each student's achievement. DWOK also provides a unique teacher self-assessment component to aid the school in program evaluation.

Professional Development: Nearly 100% of Columbus' staff began the school year with a 3-day DWOK workshop. The vast majority of the school's professional development time was devoted to DWOK workshops and coaching, and a DWOK coach provided six on-site training sessions this year. Columbus' principal reports that this ongoing coaching has been extremely helpful.

Parental Involvement: While Columbus has an active core of parents, they are trying to engage a broader audience, especially Hmong families, who represent 40% of the school's population. To meet this goal, the school is developing a resource center and bilingual videos and books. The school also hosts periodic 'family support' meetings for Hmong families to determine their needs and answer their questions about school. Columbus' family literacy program works closely with parents 2-3 times per week. Once these changes take root, Columbus will be on its way to fulfilling its parental involvement goals.

Utilization of Resources: Administrators view the school's resources as 'one big pot' all for the same project. The school draws from mini-grants, Title I, Student Achievement Guarantee in Education (SAGE) funds for lower class sizes in the early grades, and Even Start to fund its comprehensive school reform program. Columbus has also made creative use of limited space in the school.

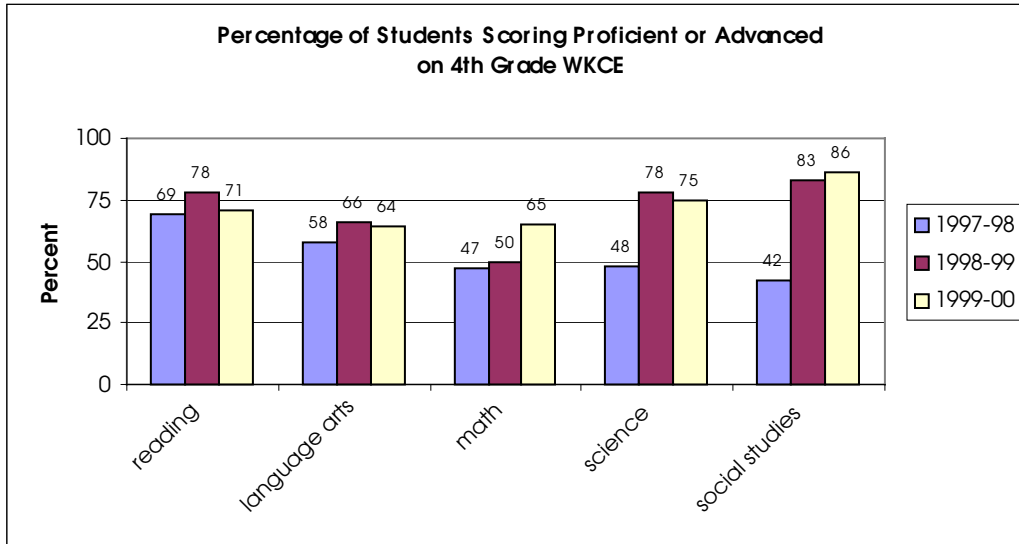
COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Beloit**
 School: **Burdge Elementary**
 Enrollment (99-00): **201**
 Attendance Rate (98-99): **94.76**

Free/Reduced Lunch Rate (99-00): **64.1**
 CSR Model: **Lightspan**
 Implementation Level: **Implementing**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Burdge has made some significant positive changes to its CSR program in the past year by adding a Lightspan coach, focusing on integrating the lessons more fully and appropriately into the regular academic program, extending the time spent on each lesson, and working to bring the entire staff up to speed. Teachers are also taking scores on standardized tests into account when making instructional decisions. Classroom observations and parent interviews revealed that students at the school are extremely enthusiastic about the program. Perhaps, the strongest testimony as to the value of the Lightspan program came from the grandmother of a special education student at Burdge, who stated simply: "Lightspan is a lifesaver!" To support this anecdotal evidence, the school is busy collecting data regarding the impact of the Lightspan program on student learning and is eager to share its results with other interested schools in its district. While the Lightspan program has been quite successful at Burdge, a future challenge is investigating ways to enhance instruction throughout the school day.

SCHOOL PERFORMANCE INDICATORS



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	19	100	100	100	100	100
1998-99	18	100	100	100	100	100
1999-00	28	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards				X			X	
Assessment					X		X	
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources				X		X		

Curriculum: Burdge is making innovative use of the Lightspan program to enhance its regular curriculum, while focusing on Math this year. Lightspan CDs are issued to classrooms once every two weeks and teachers are held accountable for demonstrating the lessons to students. Teachers and parents report that the discs vary in quality and difficulty. With continued training in selecting appropriate CDs and further experience with the program, the selection of appropriate lessons should improve.

Instruction: In their second year of implementation, most Burdge staff are now using Lightspan lessons to enhance instruction on their own this year, while those that need help are receiving it. Improving pedagogy during more traditional lessons is not a particular goal of the Lightspan program, so changes were planned in this area. However, adding this component could strengthen Burdge's CSRD program significantly.

Standards: Burdge's Lightspan coordinator requires that teachers show evidence of coordinating lesson plans with state and/or district standards. This coach also selects Lightspan CDs that address these goals.

Assessment: Burdge's CSRD program is very assessment and accountability oriented. Staff have shown evidence of using test results to focus instruction and collect data on program implementation and utilization to evaluate Lightspan.

Professional Development: The school's professional development agenda is clearly centered on implementing the

Lightspan model. Burdge is shifting from workshops to a 1-to-1 coaching model, where teachers are tutored on how to select and use the Lightspan CDs. While the frequency and content of these tutoring sessions is unknown, teachers interviewed were satisfied with the support provided through this method and now feel more comfortable selecting and using discs on their own. Additional professional development opportunities focused on the school's reading and math programs.

Parental Involvement: Burdge is working to make parental involvement at the school more meaningful by involving parents in the Lightspan program. They expect parents to spend 90 minutes each week working with their child and Lightspan. While approximately 80% of Burdge families use Lightspan, not all have met the usage goals for this year. Some parents interviewed were skeptical about the program at first, but are now very pleased. These parents reported logging four to five hours per week working on Lightspan with their children (and sometimes even younger siblings!).

Utilization of Resources: Burdge continues to make good use of coordinated grant and community resources, but are still struggling to coordinate time and personnel. Since last year, they have hired a new coach and changed several job descriptions to align with CSRD program goals. Burdge is deliberately behind schedule because they wanted to find a Lightspan coach who was a good match for the school. Finding this coach has led to rapid progress in other areas.

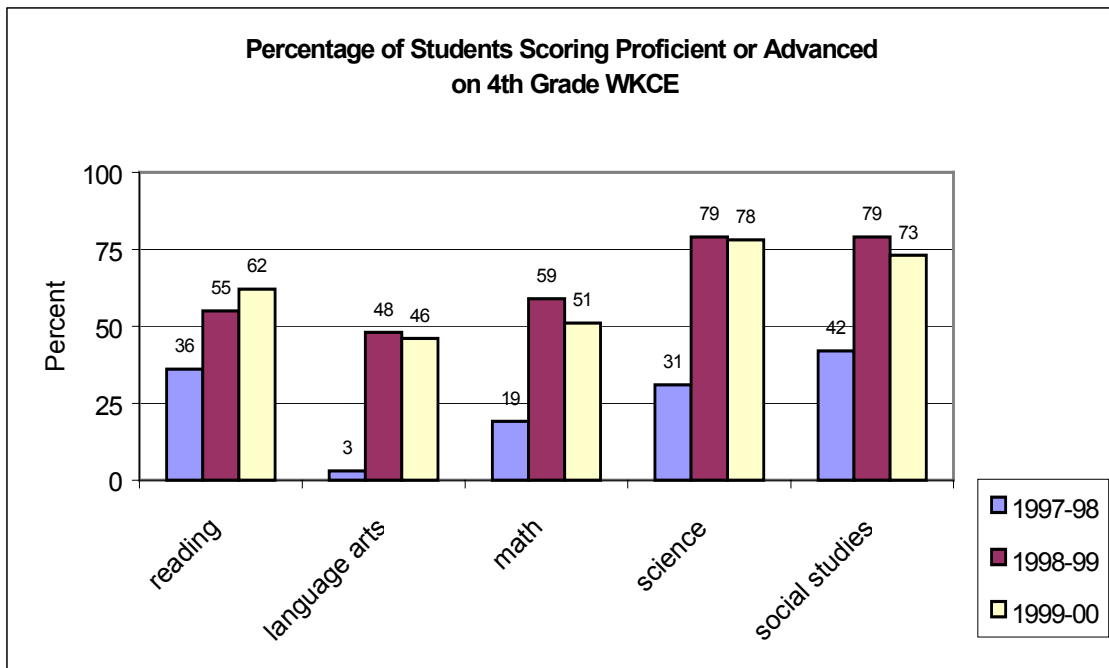
COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Beloit**
 School: **Royce Elementary**
 Enrollment (99-00): **310**
 Attendance Rate (98-99): **94.15**

Free/Reduced Lunch Rate (99-00): **69.1**
 CSRD Model: **Success For All**
 Implementation Level: **Fulfilling**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Royce has continued to build on its momentum from last year and has overcome many of the school's initial obstacles to change. Evaluations conducted by Success For All (SFA) staff indicate the program's implementation continues to progress swiftly and on course. Though Royce's student population is changing rapidly, SFA has provided tremendous help in addressing the school's growing needs while maintaining high standards and consistent results.

SCHOOL PERFORMANCE INDICATORS



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	36	78	78	83	83	83
1998-99	29	100	100	100	100	100
1999-00	37	100	100	97	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction					X		X	
Standards					X		X	
Assessment					X		X	
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources				X			X	

Curriculum: Further institutionalization of the SFA curriculum has continued at a rapid pace. Character education is an increasingly prominent part of Royce's curriculum, as the school has fully implemented the "Getting Along Together" curriculum to orient students to the school by teaching cooperative learning strategies and conflict resolution skills. A new math program has been implemented along with daily 90-minute uninterrupted reading blocks. SFA provides Royce teachers with extensive curriculum materials and classroom management and organizational strategies. Royce had hoped to train its staff in the supplemental Writing Wings program during the school year, but scheduling conflicts have delayed implementation of this component until next year.

Instruction: Royce's teachers have built on last year's success and are implementing the SFA instructional methods with even greater comfort and confidence this year. The school's SFA facilitator works one on one with new teachers to bring them up to speed with the rest of the staff. Teachers at Royce are truly changing the ways they teach, as cooperative learning, intensive phonics instruction, and tutoring are skillfully utilized to help reach all students. The school practices homogenous grouping and regrouping in reading and teachers use direct instruction for some reading tasks. Royce's principal and SFA facilitator visit classrooms often to ensure steady implementation and to provide assistance where it is needed.

Standards: The implementation of high academic standards was a focus of this year's CSRD program. The school's end-of-year report states that "Royce staff implemented standards as part of their lesson planning and documented use of standards through this tool." In addition, SFA requires tutoring to help the lowest 30% of first grade students meet these standards. All students who needed tutoring received it last year. With the arrival of additional resources, Royce hopes to expand this successful program to the 2nd and 3rd grades next year. All students, including special education students, are included in the school's SFA program. Royce's administrations reports that SFA has raised their expectations for student writing and several teachers have observed that students' increased literacy levels are beginning to transfer to increased achievement in other areas.

Assessment: Royce's SFA facilitator organizes and analyzes many of the school's assessments, and the school reports that all staff members are becoming more comfortable utilizing assessment results to adjust instruction this year. Assessment results have been used to guide adjustments to Royce's curriculum, particularly in addressing the needs of its Hispanic students. The school has continued using the SFA 8-

week assessments plan to guide student grouping, identify students in need of tutoring, and measure the progress of all students. In addition, the school is collecting staff and parent surveys and needs assessment data. Program evaluation is aided by the SFA Foundation's Implementation Checks, which indicate the school is on pace in its reforms.

Professional Development: Royce's end-of-year report indicates that this year's professional development agenda was fully achieved. The school's staff was trained in variety of research-based strategies to teach literacy and will be introduced to Writing Wings this summer. A full time SFA facilitator provides ongoing staff development related to the model. SFA staff was on site at Royce for 18 days throughout the year for training and implementation checks, and provided three conference days of off-site training, as well as telephone consultations. Royce staff have begun to collaborate and share materials and ideas more frequently as they become more comfortable with the design.

Parental Involvement: Parent involvement was a focus of the CSRD program at Royce this year, and the end-of-year report states that parent support for SFA is "strong and getting stronger". Through the SFA "Read and Respond" program, Parents are expected to verify that students are doing 20 minutes of reading homework daily. Royce achieved its goal of an 80% return rate for these assignments. Royce's Family Support Team meets individually with parents of identified children to discuss issues that may be hindering students' success. The Team has been more successful this year than last. Royce held four well-attended SFA "Raising Readers" seminars to help parents develop strategies to encourage reading at home. The school provided home visits to the families of 1st grade parents who did not attend Open House and to the homes of all 4th graders to inform them about the WKCE. Strengthening the school's parent involvement component to improve student attendance will be a focus of next year's CSRD efforts.

Utilization of Resources: Royce utilizes Title I resources to help fund a reading specialist and technology coordinator. CSRD funds support a full time SFA facilitator who has been crucial to success of implementation. This position will decrease to 80% next year, but no major disruption is expected. Royce's site team works to ensure all school initiatives, such as the recently awarded READS grant, are coordinated with SFA. Next year, Royce plans to utilize its new ESL staff to help expand its tutoring program. The prospect of receiving a SAGE grant to lower class sizes should also contribute to the progress of SFA at Royce.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

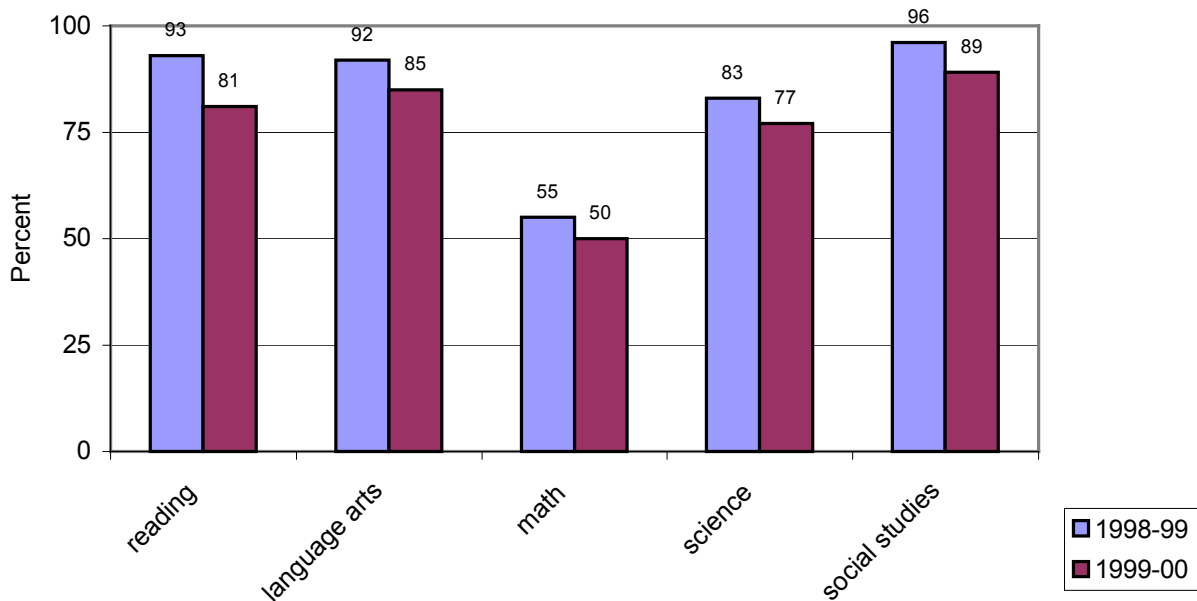
District: **Brown Deer**
 School: **Brown Deer Middle**
 CSRD Model: **Dimensions of Learning**
 Enrollment (99-00): **572**

Attendance Rate (98-99): **96.25**
 Free/Reduced Lunch Rate (99-00): **11** (district rate)
 Implementation Level: **Implementing**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Brown Deer is using the Dimensions of Learning (DOL) design as a framework from which to anchor their assessments, student interventions, and professional development. Instead of attempting to identify weak students, the school is now trying to replace ineffective instructional strategies with those that have been identified as particularly effective. At first glance, the school's CSRD program appears quite complex and a bit overwhelming, but the school is using many innovative techniques to facilitate its implementation and have laid the groundwork for a promising transition in the coming years. Most notably, Brown Deer's creative use of three specialists as 'on-call' professional development experts demonstrates an effective and efficient way to provide in a timely manner instructional support that teachers need.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 8th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	152	100	100	100	100	100
1999-00	145	100	100	99	99	99

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards					X		X	
Assessment				X			X	
Professional Development					X			X
Parental Involvement			X			X		
Utilization of Resources				X			X	

Curriculum: State standards and WKCE data analysis drive Brown Deer's curriculum. The school has completed vertical and horizontal curriculum coordination, and now must work to ensure that instruction supporting this alignment takes place in all classrooms.

Instruction: Many teachers at Brown Deer are beginning to change the ways they teach by making their units more complex and differentiating instruction to various ability levels. Teachers are aided by using instructional strategies that work best for teaching different types of knowledge and by the school's readily available supplemental materials and expertise.

Standards: The Dimensions of Learning design is based on Wisconsin standards and benchmarks. The school has completed an in-depth analysis and classified all standards into declarative or procedural knowledge. Though progress in this area is apparent, the school agrees that aligning instruction to standards is an ongoing process.

Assessment: Program implementation and student achievement are being extensively tracked and analyzed to guide professional development, curriculum, and

instruction. The school has one goal: to increase students' performance on the WKCE.

Professional Development: Brown Deer's well conceived 'just in time' professional development model uses three resource teachers as experts to disseminate teaching strategies, materials, evaluation and coaching, and respond to problems as they emerge. The school has focused on building internal capacity and providing teachers with the instructional knowledge and curriculum materials required for meaningful change through this model.

Parental Involvement: Brown Deer regularly send letters to parents to inform them of student academic progress and to provide suggestions for how to work on skill building at home.

Utilization of Resources: Brown Deer has focused its resources on professional development and converted three academic specialists into full-time design coaches where they can be better utilized to facilitate program implementation.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

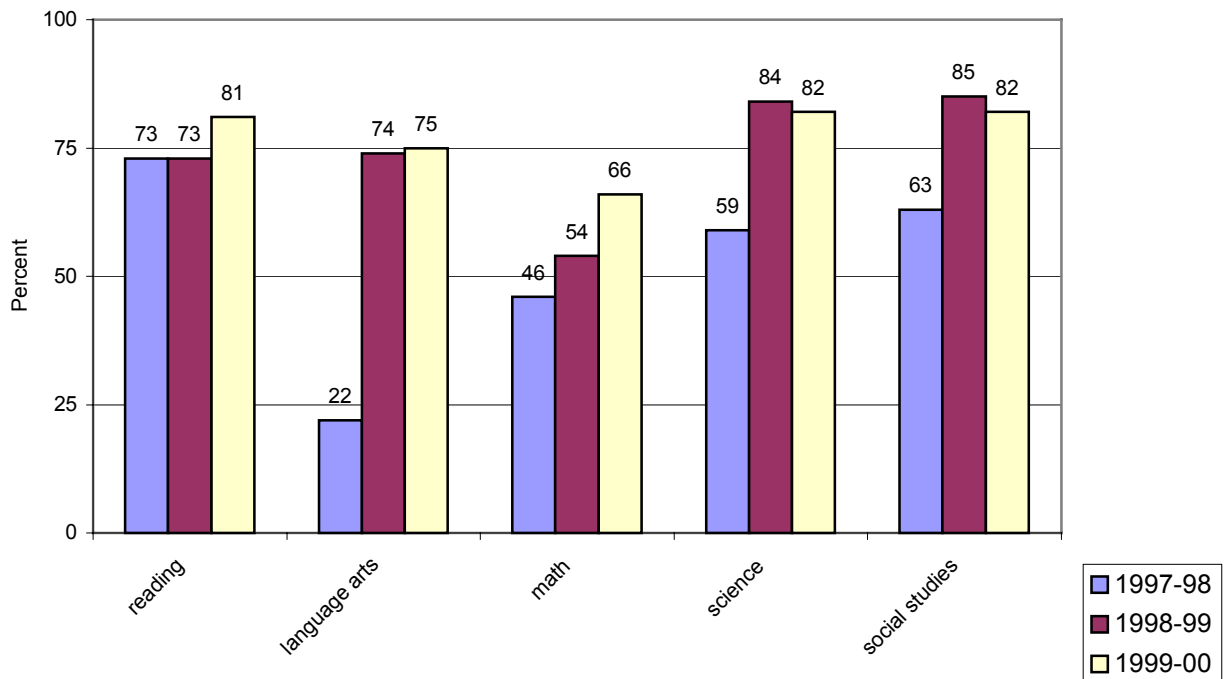
District: **Eau Claire**
 School: **Lincoln Elementary**
 Enrollment (99-00): **188**
 Attendance Rate (98-99): **97.18**

Free/Reduced Lunch Rate (99-00): **70.2**
 CSR Model: **Success For All**
 Implementation Level: **Implementing**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: The staff at Lincoln has put in substantial extra effort in the past two years to foster swift implementation of the Success For All (SFA) program. Several teachers report that implementation has been much smoother this year than last, but the school's shrinking enrollment and the long-term sustainability of reform efforts present potential concerns for Lincoln in the near future. The school's interim principal this year was familiar with and supportive of the SFA initiative. Lincoln is ready and willing to serve as a demonstration site for other schools contemplating implementation of the SFA program.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	41	88	88	88	88	88
1998-99	26	96	96	96	96	96
1999-00	32	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards				X			X	
Assessment					X		X	
Professional Development					X		X	
Parental Involvement				X			X	
Utilization of Resources					X		X	

Curriculum: Lincoln teachers have become more comfortable and skilled at using the SFA materials in the classrooms this year. All of the school's teachers focus on teaching reading and some report seeing carryover of students' improved reading skills to other subject areas.

Instruction: Teachers report that instruction at Lincoln this year is truly different than before the school's CSRD initiative began. As the staff has become more familiar with the design, SFA methods have become easier to implement and have further permeated many aspects of instruction.

Standards: The Lincoln staff views SFA as particularly effective for special education students, and the school has made significant progress in reducing the number of students with 'minimal' scores on the WKCE while at the same time testing all students. Administration also reports increased literacy skills in Kindergarten and 1st grade students.

Assessment: Lincoln continues to follow the SFA eight-week assessment plan for grouping and regrouping in reading and to identify students who are in need of tutoring. Frequent formal and informal classroom observations by the school's principal and SFA facilitator help measure program implementation. SFA's external evaluation indicated evidence of improved implementation this year. Parent involvement and student attendance data were also examined this year.

Professional Development: Lincoln's 'two fold' professional development plan includes direct training and ongoing communications from SFA staff, coupled with independent professional development activities chosen in consultation with SFA staff. The school's full-time SFA facilitator uses peer coaching to help keep CSRD efforts coordinated throughout the school by observing teachers, offering feedback, and modeling best practices. Additional training in SFA instruction is offered every two weeks. Lincoln's administration reports its close work with the SFA staff has built a common language and vision throughout the school.

Parental Involvement: Lincoln has worked hard to sustain its strong parental involvement in the past year. The school's Parent Partnership Coordinator has built many new connections with community organizations and families. The Family Support Team at Lincoln held three successful "Raising Readers" conferences, each attended by approximately 300 people.

Utilization of Resources: The school continues to use a district grant to support its small class sizes, and Title I funds employ Lincoln's Parent Partnership Coordinator. Lincoln decided not to take on any new initiatives this year, allowing them to focus all of the schools resources exclusively on implementing and sustaining SFA.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Florence**
 School: **Florence Elementary**
 Attendance Rate (98-99): **94.94**
 Enrollment (99-00): **272**

Free/Reduced Lunch Rate (99-00): **39.2**
 CSR Model: **High/Scope**
 Implementation Level: **Fulfilling**
 Progress Relative to Goals: **On Schedule**

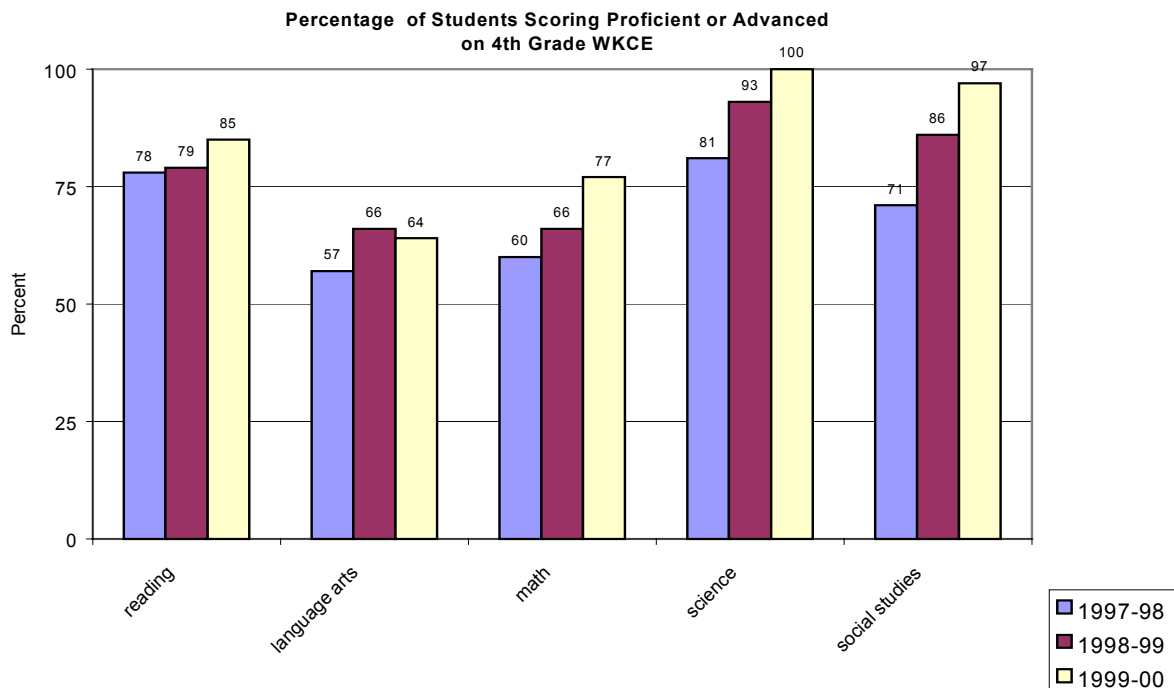
District: **Florence**
 School: **Hillcrest Elementary**
 Attendance Rate (98-99): **95.87**
 Enrollment (99-00): **133**

Free/Reduced Lunch Rate (99-00): **34.8**
 CSR Model: **High/Scope**
 Implementation Level: **Fulfilling**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Florence and Hillcrest have continued to build on their strong relationships with district personnel and the surrounding community. The High/Scope trainer has developed a trusting and productive partnership with the staff of these schools, and excitement for the reform program remains high. High/Scope's evaluation revealed that 26 staff members are meeting or exceeding expectations, while ten are behind schedule or resistant to implementing the reform program. Next year, the Florence County schools plan to designate three staff members in each school to participate in the High/Scope Trainers of Trainers program to build capacity for sustainability of the schools' CSR efforts.

SCHOOL PERFORMANCE INDICATORS

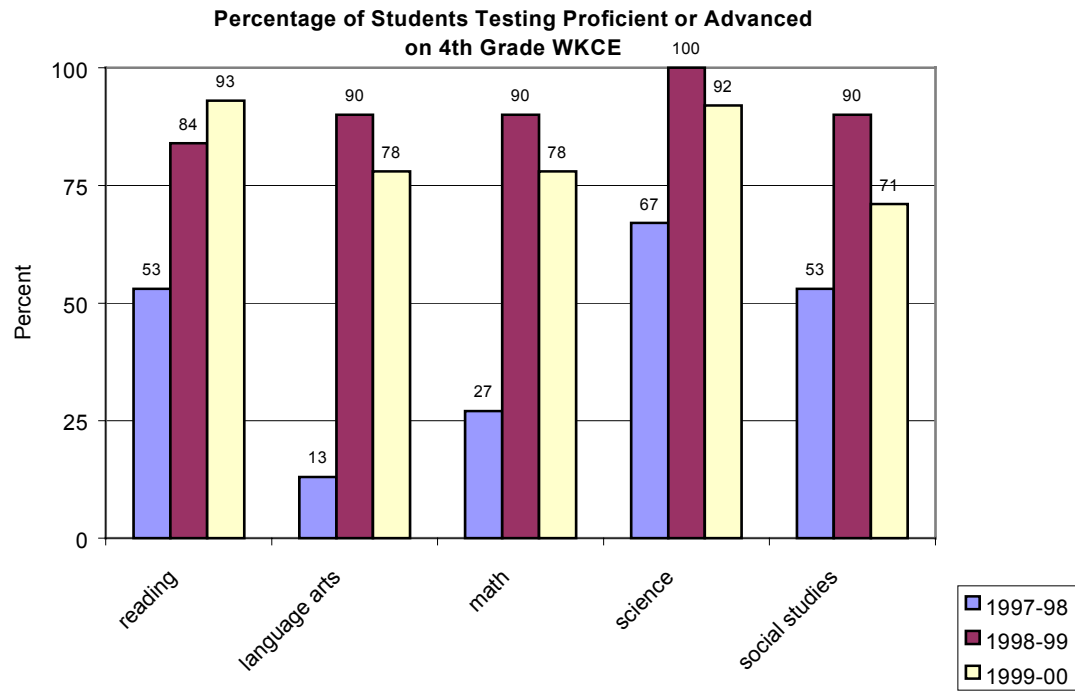
FLORENCE



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	37	100	100	100	100	100
1998-99	29	100	100	100	100	100
1999-00	39	100	100	100	100	100

HILLCREST



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	15	100	100	100	100	100
1998-99	19	100	100	100	100	100
1999-00	14	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards				X			X	
Assessment				X			X	
Professional Development					X		X	
Parental Involvement					X		X	
Utilization of Resources					X		X	

Curriculum: The Florence County schools established new physical education, art, and music programs this year, and High/Scope's child-centered philosophy is now in place throughout the curriculum.

Instruction: Teachers at Hillcrest and Florence regularly utilize team teaching and hands-on instructional methods. With the schools' increased investment in professional development and time to practice new methods, teachers are becoming more comfortable using innovative instructional strategies and allowing students to take a more active role in their learning.

Standards: The schools have completed updating and aligning their curricula with state standards and special needs students are more often integrated into regular classrooms this year. Staff report that High/Scope was instrumental in these processes.

Assessment: The Florence County schools have undertaken in depth analysis of their WKCE results. Teacher and parent surveys and the High/Scope trainer's evaluation report have aided the schools' evaluation of their CSRD programs. In addition, all teachers were observed four times throughout the school year to measure program implementation.

Professional Development: Professional development this year was based on needs identified in the schools' needs assessment, including brain-based learning and hands-on teaching methods. Florence and Hillcrest have worked to ensure that they include all staff members in professional

development activities, however, both schools note a need to dedicate more time to teacher collaboration. High/Scope trainers provided five extended visits to Florence, including eleven days of whole group staff development and nine days of small group (grade level or content specific) training, and 26 days of observation/feedback. The training of individuals at each school as High/Scope trainers has addressed the issue of sustainability of their CSRD programs for the long-term.

Parent Involvement: Increasing parent involvement was the centerpiece of the Florence and Hillcrest's CSRD efforts this year. The schools focused on providing family literacy services to the community, increasing their connections with early childhood service providers, and collaborating with community agencies. The schools' design teams include parents and community members, and parents often volunteer in the schools classrooms. Parent satisfaction in both schools has increased in the past year.

Utilization of Resources: The High/Scope program in Florence County is funded by CSRD and Goals 2000 grants, as well as Title I and school-to-work funds. State and Federal class size reduction funds are utilized in the early elementary grades. The school district has helped to ensure that all new district-wide initiatives mesh with the schools' CSRD programs. The schools' end-of-year reports state that "never before in the history of this school district have so many initiatives been targeted toward the same goals with staff and varied resources supporting them."

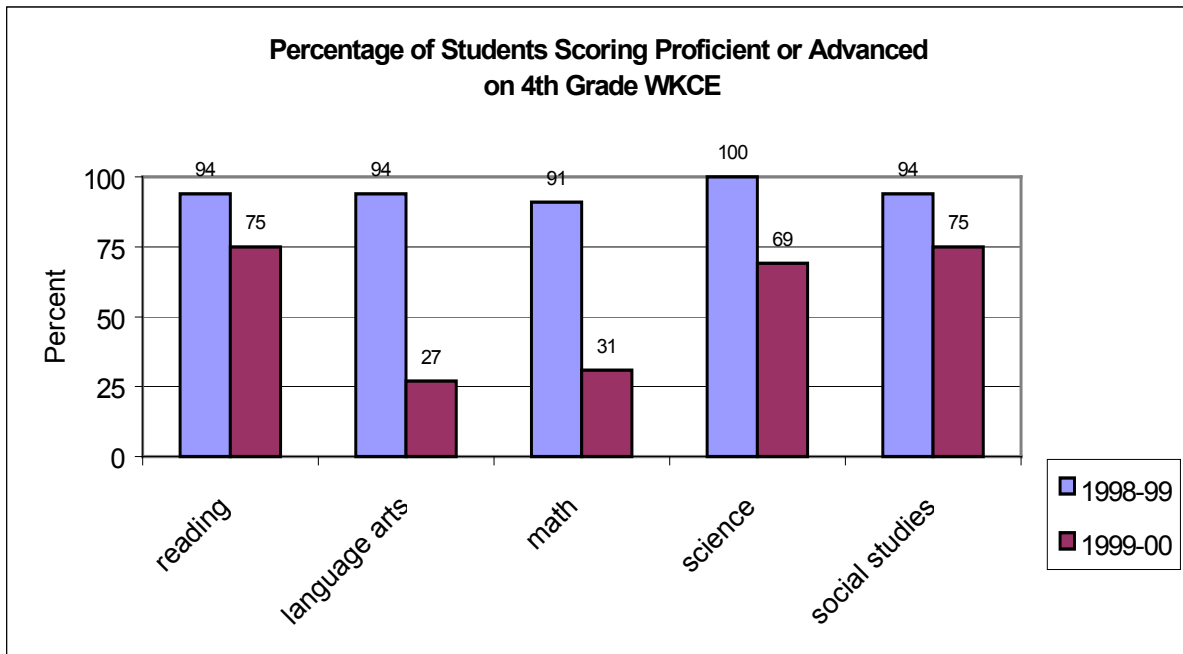
COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Goodman-Armstrong Creek**
School: **Goodman-Armstrong Creek Schools**
Attendance Rate (98-99): **94.34**
Enrollment (99-00): **245**

Free/Reduced Lunch Rate (99-00): **43.5**
CSR Model: **Next Generation Schools Project**
Implementation Level: **Planning**
Progress Relative to Goals: **Behind Schedule**

Overall Comments and Suggestions: It was admittedly a difficult year for the CSR program at Goodman. According to one teacher, the CSR grant was "a marvelous opportunity that started off on the wrong foot." Most teachers reported that they were not involved in the selection of the school's original reform model (The Next Generation School Project) nor were they clear about what was expected of them in the reform efforts. This summer, under the guidance of a new administrator, Goodman plans to retool its CSR program. These revised plans include supplementing their reform efforts with the High/Scope model.

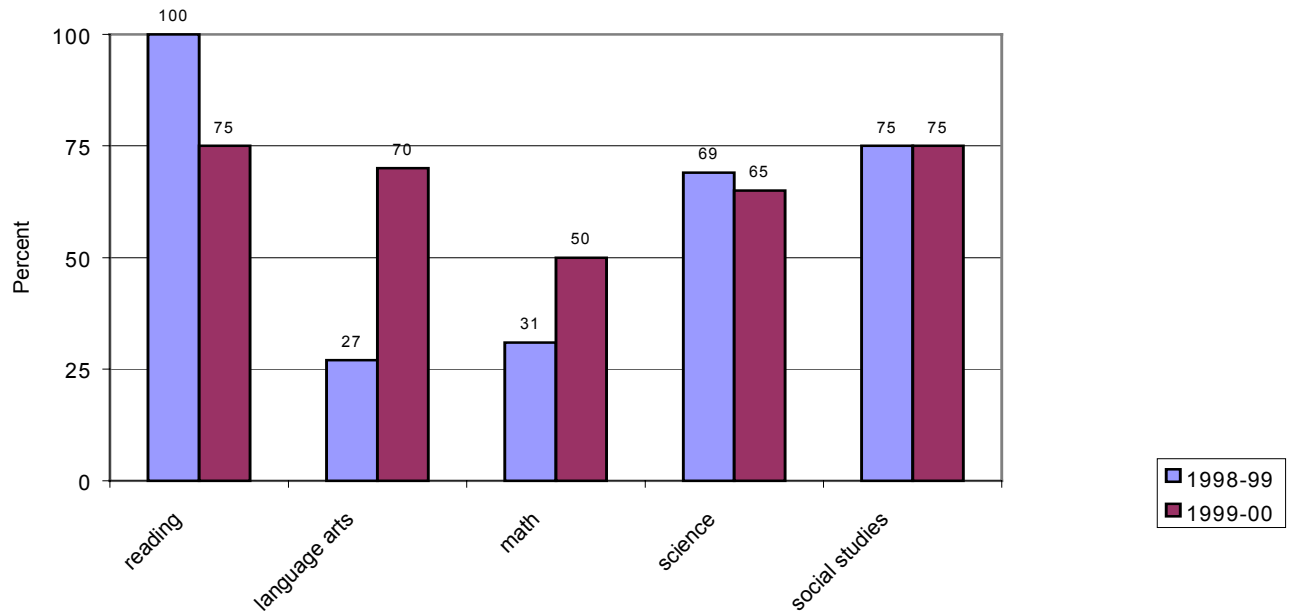
SCHOOL PERFORMANCE INDICATORS



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	16	100	100	100	100	100
1999-00	8	100	100	100	100	100

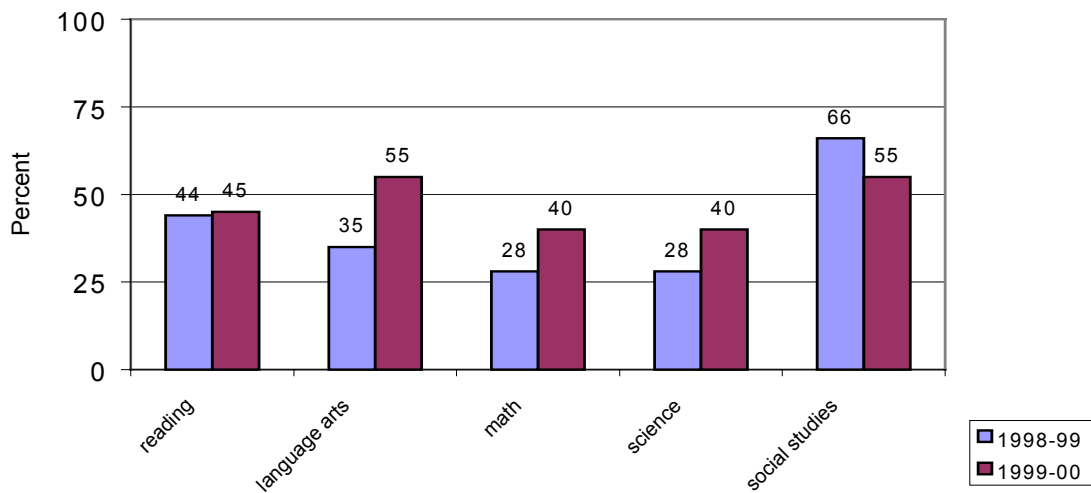
**Percentage of Students Scoring Proficient or Advanced
on 8th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	13	100	100	100	100	100
1999-00	20	100	100	100	100	95

**Percentage of Students Scoring Proficient or Advanced
on 10th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	18	89	89	89	89	89
1999-00	20	95	95	95	95	95

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X			X		
Instruction	X						NA	
Standards		X					X	
Assessment			X				X	
Professional Development	X					X		
Parental Involvement		X				X		
Utilization of Resources		X					X	

Curriculum: This year, Goodman began implementing the STAR character education program, whereby a value is emphasized school-wide every week. Some teachers—and even cafeteria staff—help to reinforce this program. The school is in the process of hiring a new staff member with computer expertise to better integrate technology into the curriculum, something they had planned to do earlier. The school has a well-utilized distance learning lab that provides students access to classes, such as some Advanced Placement courses, not offered on-site.

Instruction: Several teachers at Goodman stated that there were no consistent instructional strategies throughout the school this past year. This year, Goodman has initiated a school-wide focus on using discipline to improve academics. In addition, the school utilizes the PLATO computer remediation program for a dozen 7th and 8th graders, and plans to expand this program and other technology components next year.

Standards: Goodman has been working with a local consortium of schools for several years on curricular alignment to state standards. The consortium has published curricular 'brochures' for four subject areas, and planned to complete the alignment project by the end of this year. The school generally utilizes pull-out instruction for special needs students, rather than inclusion. Goodman focuses on vocational/technical education and job shadowing in the upper grades.

Assessment: Goodman reports that their student assessment program is guided by state standards. It is unclear how this is manifested in the classroom. The school has made several revisions to their instruction based on test data, such as focusing on mathematics and on low achieving students in the middle school. Plans to evaluate the school's CSRD program were undeveloped at the time of the evaluation visit.

Professional Development: The school's biggest professional development initiative has been with curricular alignment, which has been marginally successful. The majority of teachers interviewed reported that this project has not resulted in changing their curricula. There is little time built into the school day for staff to collaborate. Contact with staff from the original model provider (NGSP) was extremely limited, and this presented a major concern. Goodman has now begun to work with the High/Scope consultant from nearby CSRD schools. This connection has been fruitful, and the school hopes to extend and expand the partnership next year.

Parental Involvement: The school has worked diligently to build links with 40 local businesses for its school-to-work program. Goodman keeps its parents and community informed of CSRD efforts through the school's newsletters. The area has a growing Polish speaking population and Goodman has added translator to its staff to increase communication. Community members and parents often volunteer at the school as reading tutors, mentors, classroom helpers, and lunchroom monitors. Goodman reports that they have impressive attendance at parent conferences, but are looking for additional ways to meaningfully involve parents. The Goodman Parent Teacher Organization has only recently begun, so its impact is difficult to determine at this point.

Utilization of Resources: Goodman added a design coach and Polish translator during this school year and is hoping to use next year's CSRD funds to expand its technology and remediation programs by adding personnel and software. Next year, resources will be devoted to training in the High/Scope model.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

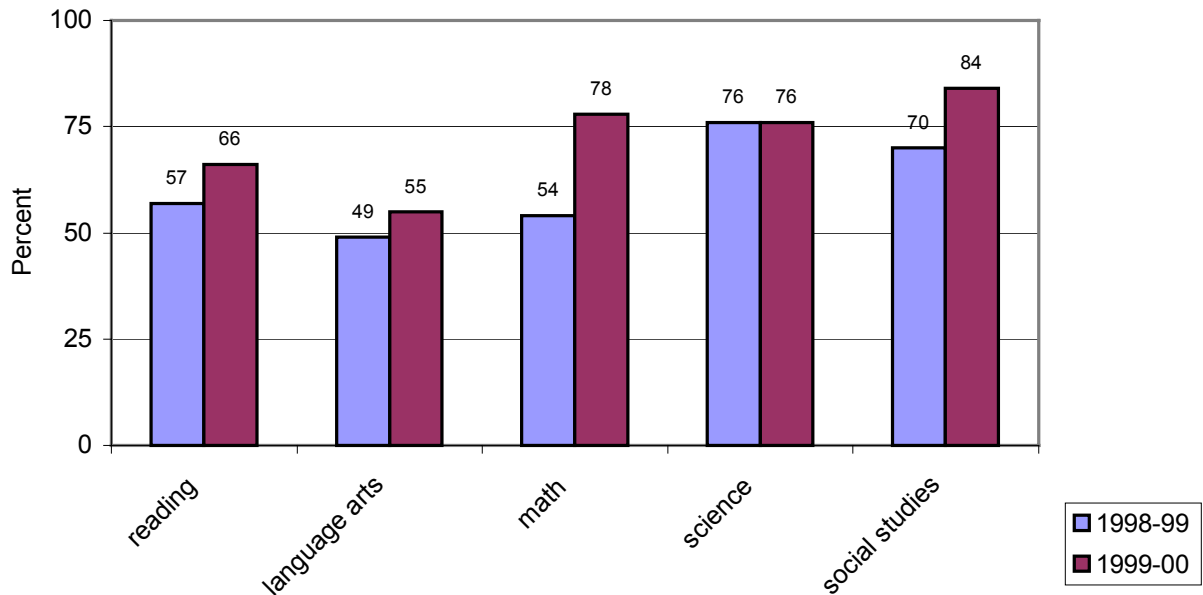
District: **Green Bay**
School: **Howe Elementary**
Attendance Rate (98-99): **92.97**
Enrollment (99-00): **483**

Free/Reduced Lunch Rate (99-00): **69.6**
CSRD Model: **School Development Program**
Implementation Level: **Piloting**
Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Howe is taking a long-term approach to school reform by focusing on building family and community connections, building assets in neighborhood children before they attend Howe, and creating a positive, nurturing environment within the school itself. As the principal has stated, staff at Howe focus on “reading and relationships.” The hope is that building strong families and improving reading skills will result in improved academic performance across the board. Unfortunately, student transience is a significant obstacle at the school, so many children may not be able to reap the full benefit of these efforts. Administration and staff report that changes to the school's curriculum and instructional programs were not an essential part of Howe's CSRD initiative. These components may provide areas for potential improvement in the future.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	57	89	89	91	91	91
1999-00	47	95	95	95	95	95

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum	X						NA	
Instruction			X				X	
Standards			X				X	
Assessment		X					X	
Professional Development			X				X	
Parental Involvement					X		X	
Utilization of Resources				X			X	

Curriculum: Howe planned only minor changes to its curriculum, and continued its focus on early childhood literacy through literature circles and guided reading. This curricular design is in line with the emphasis of Howe's CSRD model.

Instruction: This year, Howe has been working to make instruction more consistent and reflective of best educational practices throughout the school, but staff mastery and implementation of these principles varies. Weekly staff meetings and the utilization of many adults from the school and the community will help to push Howe toward achievement of these goals in the coming year.

Standards: While Howe continues to use state and district standards to guide curriculum and instruction for all Howe students, the school has set differentiated benchmarks to address the needs of individual students, especially those with Limited English Proficiency.

Assessment: Howe's assessment program focuses on measuring student progress through pre- and post-testing. WKCE test results have driven the school's literacy focus.

Professional Development: Howe's professional development centers on literacy and building family connections. The school is using the Comer-Zigler (CoZi) model as a framework for professional development, and several teachers attended the national CoZi conference this year.

Parental Involvement: Parent and community involvement is strong at Howe. Their well-utilized resource center averages 282 different visitors per week and will be expanded next year. A parent-to-parent program has built stronger families and helped close the gap between home and school. Partnerships with numerous community organizations will help to sustain these efforts.

Utilization of Resources: Howe reports that the school's CSRD efforts dovetail nicely with its 21st Century Schools, extended Title I and Head Start initiatives, because they are all focused on the same goals and programs. Utilization of community volunteers and organizations is another strength of this school.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

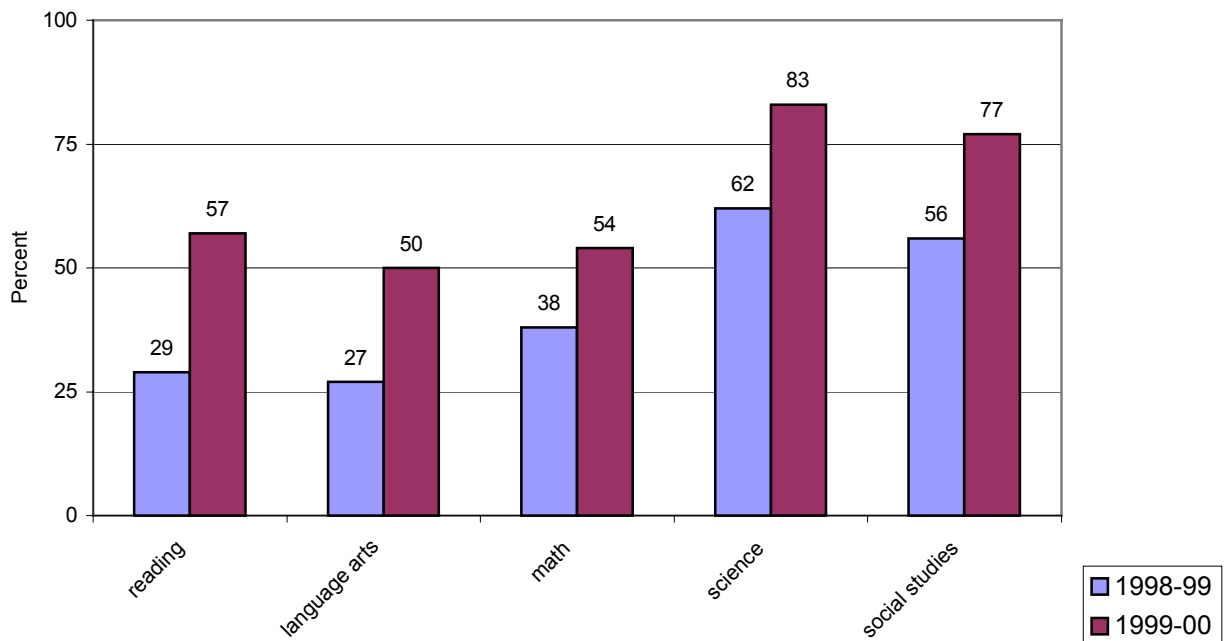
District: **Green Bay**
 School: **Tank Elementary**
 Enrollment (99-00): **220**
 Attendance Rate (98-99): **95.28**

Free/Reduced Lunch Rate (99-00): **91.8**
 CSR Model: **Best Practices**
 Implementation Level: **Piloting**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Tank school has sizeable ESL and high poverty populations, along with high student transience, which drive the school's concentration on literacy and early childhood education and development. Tank has made strong efforts to reach out to parents, but finds that meaningful parental involvement remains a challenge. Classroom observations revealed considerable consistency in teaching methods and a distinct literacy focus across grade levels. This reflects the school's strong leadership and focused professional development around the Best Practices model.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Testing Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	34	79	79	82	82	82
1999-00	30	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards			X				X	
Assessment				X			X	
Professional Development			X				X	
Parental Involvement		X				X		
Utilization of Resources			X				X	

Curriculum: Tank emphasizes reading and writing throughout the school, Kindergarten through 5th grade, and the daily schedule includes large blocks (120 minutes, minimum) of uninterrupted literacy instruction. Nonetheless, some staff are worried that there still is not enough time during the school day to meet the needs of all students, especially emerging English speakers. Some teachers have suggested an after school program to address this concern.

Instruction: Tank emphasizes individual instruction and Best Practices methods. Co-teaching with reading specialists is used by Tank to meet these ends. Implementation of Best Practices varies from teacher-to-teacher. The pull-out model of bringing students to special education has been replaced by bringing specialists to the students in regular classrooms.

Standards: Teachers at Tank refer to a district-devised standards guide plan in aligning Best Practices instruction with district standards and benchmarks. The next step is to ensure that this guide is being well utilized.

Assessment: Assessments are widely used at Tank to monitor student progress, to form guided reading groups, and to focus instruction on areas of need. The program evaluation plan involves pre- and post-testing of individual

students through informal reading inventories and running records.

Professional Development: Tank teachers train 1/2 day per month in Best Practices, five teachers have visited the Best Practices Institute, and an external coach has conducted five 2-day site visits. While professional development has become more focused this year, the school readily admits that it is difficult for CSRD to make a big impact in the classroom with such limited training time. Weekly grade level and co-teacher meetings help to coordinate Best Practices implementation throughout the school. Tank will continue to explore ways to boost its delivery of professional development in the future.

Parental Involvement: While Tank has offered more parental involvement activities this year, attendance at and impact of these events have remained low. The school has had particular difficulty engaging minority parents, but the staff feels that they are building structures that will improve these relations next year.

Utilization of Resources: The most conspicuous uses of resources at Tank are its professional development program, hiring of supervisors to free teachers for collaboration and the co-teaching model, which is funded by Title I.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

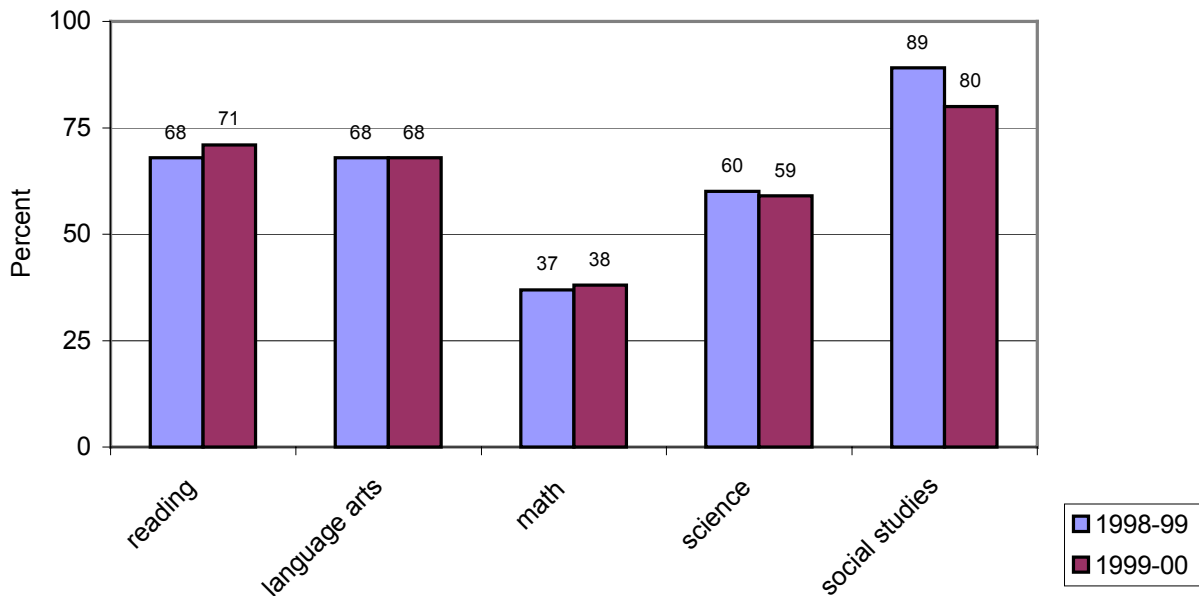
District: **Kenosha**
School: **John Bullen Middle**
Enrollment (99-00): **860**
Attendance Rate (98-99): **93.14**

Free/Reduced Lunch Rate (99-00): **29** (district rate)
CSRD Model: **Accelerated Schools**
Implementation Level: **Piloting**
Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Bullen was piloting the Accelerated Schools (AS) model prior to receiving its CSRD grant. This factor, coupled with the leadership of a principal and several teachers who were already experienced with the AS design, has led to rapid implementation in several areas. The school has completed the 'taking stock' process and created cadres, and is now busy addressing challenges, getting parent input, fulfilling actions plans, and evaluating their progress. The staff as a whole is excited and eager to work together, and they possess a palpable sense of ownership in the school's reform efforts. Bullen has enhanced its AS program with the like-minded Schoolwide Enrichment Model (SEM) and is also making great strides in improving school climate.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Testing Proficient or Advanced
on 8th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	236	94	94	93	93	93
1999-00	266	95	95	99	98	98

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X				X	
Instruction				X			X	
Standards		X					X	
Assessment		X				X		
Professional Development				X			X	
Parental Involvement			X				X	
Utilization of Resources				X			X	

Curriculum: Bullen teaching and learning cadres led implementation of a 30 minute schoolwide 'synergy' period to build students' skills in targeted areas. They are currently revising the curriculum to ensure vertical alignment and include spiraling of content coverage. Friday afternoons are reserved for Schoolwide Enrichment Academies for 6th graders.

Instruction: Administrators report that the constructivist tenets of SEM and AS's Powerful Learning are beginning to penetrate the methods of even the school's most traditional teachers. The principal estimates that about 3/4 of staff members are using Powerful Learning techniques, while the school's AS coach teams with struggling teachers to increase this proportion.

Standards: Bullen staff feels that after curriculum spiraling and alignment with state and district standards are complete, the CSRD program will allow them to cover topics in depth without sacrificing content coverage.

Assessment: Bullen's teaching and learning cadre has analyzed test scores and directed staff development activities toward the school's challenge areas, such as reading, and concentrated on teaching students test-taking skills. Overall, though, teachers feel they need to learn to

design and use classroom assessments more appropriately. They agree that "the philosophy is there, but there is no [schoolwide] plan" for assessing students.

Professional Development: Bullen is moving away from one-shot workshops and focusing its professional development on AS, SEM, and involving the whole staff. Teacher interns provide staff with considerable planning time during the school day.

Parental Involvement: In response to data gathered by Bullen's parent and community involvement cadres, the school is beginning to get families more actively involved in the school's site committee, SEM Academies, and in a Lighted Schoolhouse program. One parent will attend the SEM conference this summer and others have been invited to staff development activities. Increasing community engagement and participation will be a goal for next year.

Utilization of Resources: Creative use of teacher interns (acquired through a Goals 2000 grant) and substitute teachers has allowed Bullen to address schoolwide planning rather than individual initiatives. All computers were relocated from a lab to classrooms where they can be better utilized and the lab managers were converted to a CSRD specialist and a community liaison.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

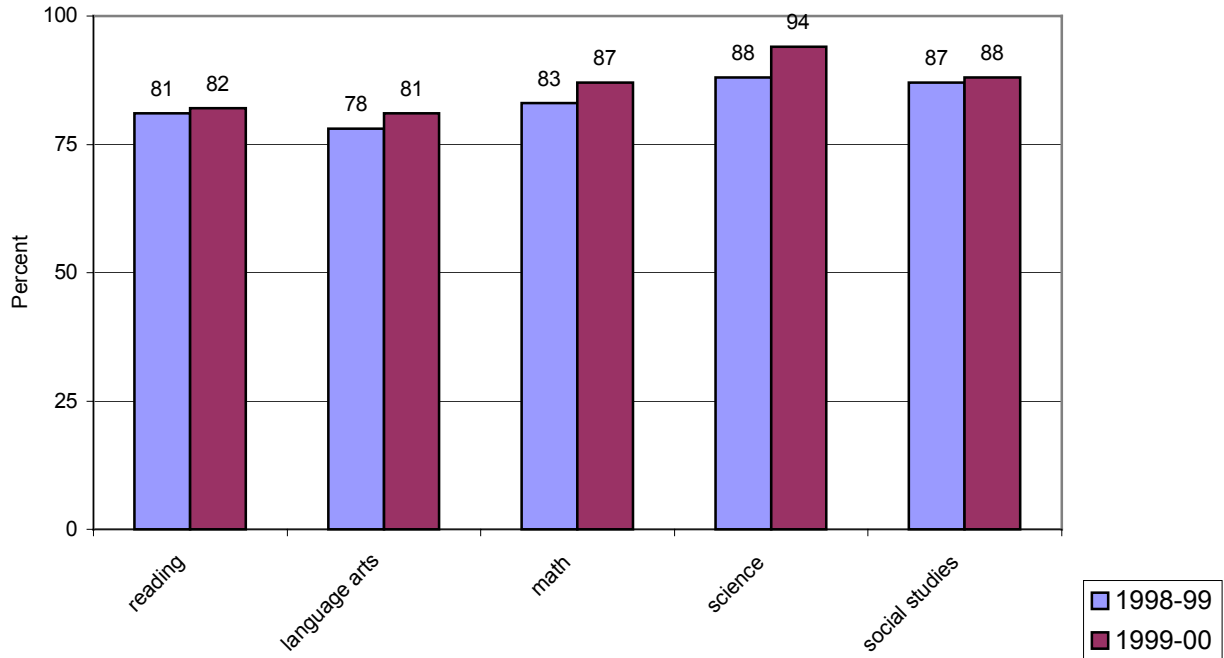
District: **Kenosha**
School: **Roosevelt Elementary**
Enrollment (99-00): **411**
Attendance Rate (98-99): **95.88**

Free/Reduced Lunch Rate (99-00): **24.5**
CSRD Model: **Accelerated Schools**
Implementation Level: **Piloting**
Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Roosevelt has completed the 'taking stock' phase of the Accelerated Schools (AS) process and created belief statements and cadre topics. Their next steps will be to launch the school vision, train and staff cadres, identify challenge areas, and implement and assess action plans. Strong leaders with expertise in AS methods have built awareness and enthusiasm throughout the school, but no major changes have resulted from the AS process of yet. The Powerful Learning component of the AS design has been enhanced at Roosevelt by using Multiple Intelligence theory to drive curriculum, instruction, standards, and assessment in some cases. Further evaluation of the implementation and impact of these enhancements should reveal whether they have been effective.

SCHOOL PERFORMANCE INDICATORS

Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	66	98	98	98	99	98
1999-00	68	100	100	100	99	97

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X			X		
Instruction			X				X	
Standards			X				X	
Assessment			X				X	
Professional Development			X			X		
Parental Involvement		X				X		
Utilization of Resources				X			X	

Curriculum: Roosevelt has concentrated on horizontal curriculum alignment this year, and will address vertical alignment next year. New, math, science, reading, and writing programs that are more hands-on and less drill-oriented have been introduced this year, but some teachers are having problems with implementation. Some classroom activities allow students to choose differentiated curricula based on Multiple Intelligences.

Instruction: Awareness of AS's Powerful Learning techniques is high among Roosevelt staff, but implementation of these methods varies. The district requires Direct Instruction in reading in order for the school to receive Federal Class size reduction funds, so some students rotate among various different types of reading in the early grades. Roosevelt's administration is willing to stick with this format because it appears to be working. Given the AS belief that 'all students should be treated as if they are gifted', Roosevelt's staff would be well served to examine the creative instructional methods used in the school's enrichment classroom

Standards: Roosevelt staff feel that Multiple Intelligence theory postulates different standards for different students. The school fully includes special education students in normal classroom setting, but sets different expectations for these students.

Assessment: As indicated under 'standards', the Roosevelt staff is opposed to grading students using a single criterion. Some teachers have designed alternative assessments, such as rubrics and contracts, that they believe are more compatible with Multiple Intelligences.

Professional Development: Roosevelt's professional development has centered on Powerful Learning and Multiple Intelligences. The school is looking for ways to provide more opportunities for professional development in these areas and to encourage more teachers to implement relevant changes in their classroom. Teachers report that the AS training they received varied in quality and usefulness.

Parental Involvement: Roosevelt's PTO initiates most of the school's parental involvement activities and reports that the school is welcoming and friendly. Most activities are geared toward fundraising rather than parent empowerment. Parents interviewed reported that the school has a strong staff and highly involved parents, and is looking for ways to enhance communication between the two groups

Utilization of Resources: Because it is not a high-poverty school, Roosevelt's grant opportunities are limited. The school does not receive much funding in excess of personnel. CSRD resources are being utilized to pay for AS training and time for teachers to be trained. The AS coach position was created from a district-based reading specialist.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

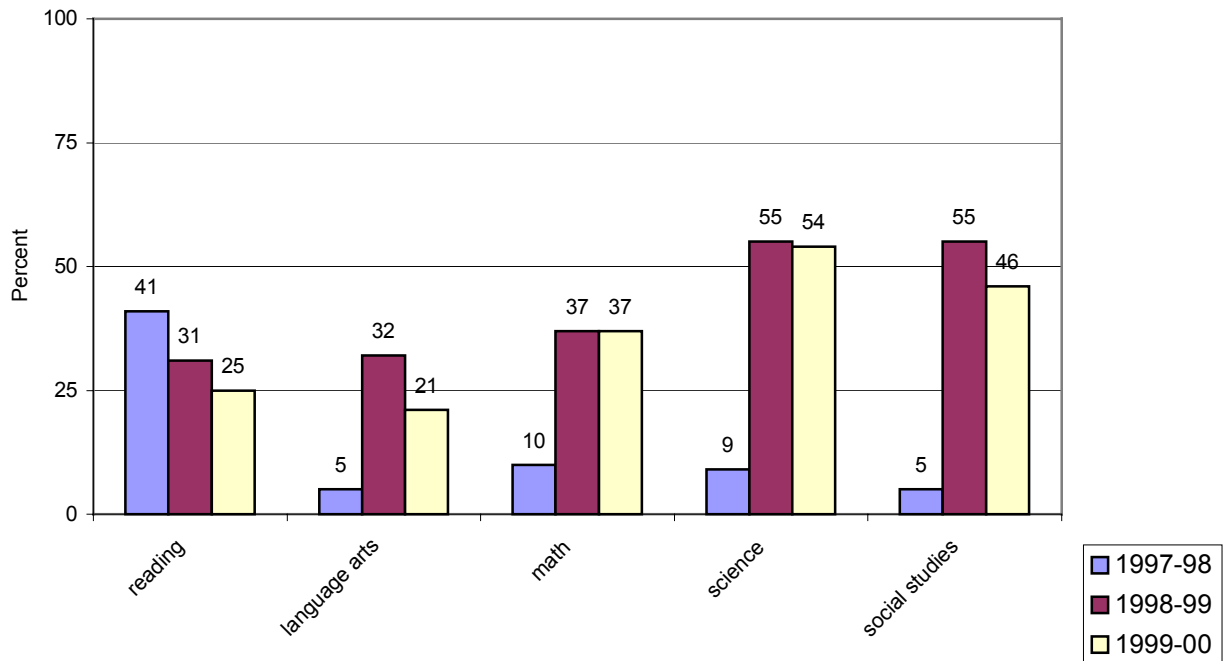
District: **Kenosha**
 School: **Wilson Elementary**
 Enrollment (99-00): **190**
 Attendance Rate (98-99): **93.03**

Free/Reduced Lunch Rate (99-00): **86.7**
 CSRD Model: **Marva Collins/ Direct Instruction**
 Implementation Level: **Implementing**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Wilson began implementing the Marva Collins model last year and made great strides in improving character and climate in the school. This year, they added the Direct Instruction (DI) model to provide an instructional framework to build on last year's success. The Wilson staff quickly implemented DI, and teachers, parents and students interviewed were extremely pleased with the transformation the school has undergone in such a short time. With plans to continue the school's improvement efforts in the coming year (perhaps including the addition of the Core Knowledge program to fill in curricular gaps), Wilson is poised to continue its impressive turnaround.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Testing Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	22	86	86	86	86	86
1998-99	22	100	100	100	100	100
1999-00	24	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction					X		X	
Standards				X			X	
Assessment				X			X	
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources				X			X	

Curriculum: Wilson's curriculum is best described as classical or traditional. The school utilizes a phonics-based reading approach, violin and keyboard lessons for all students, Marva Collins literature, character education, and Saxon Math to teach students "the things that colleges and standardized test makers assume they will know". The school plans to fill in curricular gaps with the Core Knowledge program and revise its science and social studies programs and texts next year.

Instruction: The Direct Instruction model has clearly been implemented in Wilson's classrooms, with teachers reading from pre-written reading lessons and students reciting text and responding to questions in unison. In observed classrooms, teachers were consistent in explaining answers to students who were unsure, praising their students for good work, and reviewing the day's lessons upon completion. Students and parents interviewed were pleased with the program and classroom observations revealed students playing learning games and doing collaborative group work in math.

Standards: Wilson's principal reports that the school's student performance standards are higher than before and rising with each successive year as knowledge bases are accumulated. DI requires that 85% of students demonstrate understanding of lessons in order for the class to proceed to subsequent learning, and demands student remediation if this threshold is not met.

Assessment: Wilson's administration regularly uses standardized and DI assessment data to examine the progress of classes and individual students, and to group and re-group students. Administration reports that though most of the school's students begin the year below grade level, the majority attains more than one year's worth of academic progress annually.

Professional Development: Wilson's strategy for implementing and sustaining professional development involves building internal expertise, rather than relying on external consultants. The whole school meets monthly for both DI and Marva Collins training facilitated by in-house leaders, and the principal spent a week training at the DI institute. This training has helped shape a common instructional vocabulary among the Wilson staff.

Parental Involvement: Relationships between parents and the school have improved immensely in recent years. Parents interviewed felt welcome at the school and strongly supported Wilson's CSRD program, especially its emphasis on character and discipline.

Utilization of Resources: Wilson continues to utilize Title I, P-5, SAGE, and CSRD funds to support its school reform initiative, lower class size, and fund music programs.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

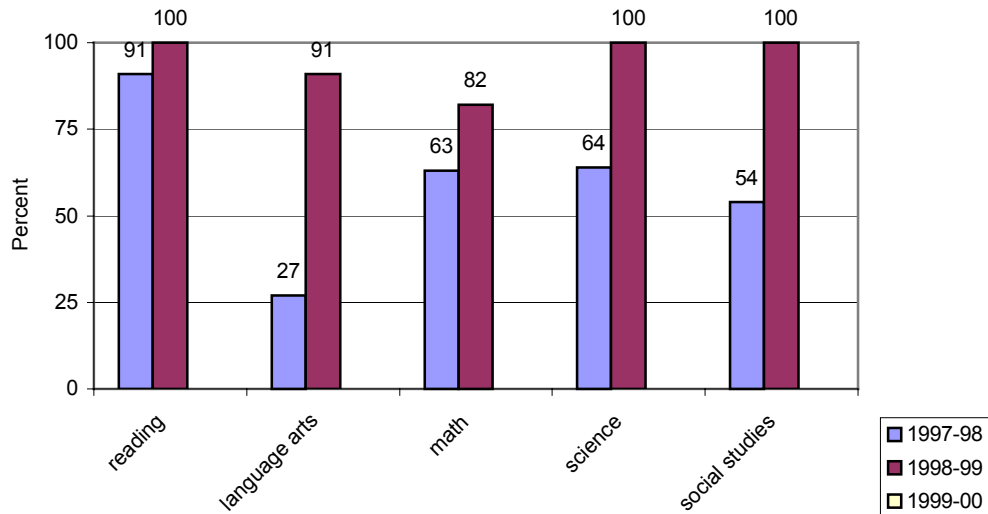
District: **Ladysmith-Hawkins**
 School: **Hawkins Elementary**
 Enrollment (99-00): **82**
 Attendance Rate (98-99): **92.67**

Free/Reduced Lunch Rate (99-00): **37.8**
 CSRD Model: **Modified Joplin Plan**
 Implementation Level: **Implementing**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: With a new principal this year, Hawkins continued its steady progress in implementing and adjusting the non-graded program. The support of the superintendent and a capable and committed staff has helped greatly in this transition. Hawkins' CSRD program has eliminated the traditional lockstep grade advancement structure, and is modeled after a partner school in Minnesota. The school continues to enhance this design with some elements of the Success For All model, and is exploring the possibility of adding the instructional components of Expeditionary Learning Outward Bound in the future. Lack of consistent, ongoing external technical assistance remains a concern.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Testing Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	11	100	100	100	100	100
1998-99	11	100	100	100	100	100
1999-00	5*					

*sample size too low to report scores

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards				X			X	
Assessment				X			X	
Professional Development				X			X	
Parental Involvement					X		X	
Utilization of Resources				X			X	

Curriculum: This year's CSRD efforts at Hawkins have focused on implementing a new math curriculum. In addition, assessment data was used to identify and fill curricular gaps and to formulate plans for future curricular improvements.

Instruction: Hawkins has continued its successful and well-received non-graded instructional format. Hawkins' teachers have begun exploring thematic units based on the Expeditionary Learning Outward Bound school design as a method for enhancing their instruction. Some teachers are planning to introduce such units next year.

Standards: All of Hawkins' staff worked in district wide curriculum groups to align the school's curriculum with state standards. Hawkins' CSRD program allows students to progress at their own rate and group placement is regularly reassessed. The staff finds that this individualized approach is more appropriate and challenging for more students.

Assessment: Hawkins utilizes parent, community, and staff surveys, and in-house tests to measure student and program

progress. A two-day schoolwide data analysis workshop is planned for this summer. The school's small enrollment will allow Hawkins' staff to track individual student progress in the future.

Professional Development: Faculty and staff meet weekly to discuss implementation issues. Hawkins is implementing several new initiatives without external support, but all teachers seem to be on board philosophically.

Parental Involvement: Hawkins serves as a community center for the rural town and surrounding area. Ninety-eight percent of Hawkins' parents attended parent-teacher conferences this year. Continued volunteer recruitment and partnering with local businesses will be a focus of next year's CSRD efforts.

Utilization of Resources: Hawkins continues to link most of the school's funding to its CSRD program, including its Eisenhower staff development funds. They must now begin to explore strategies for sustaining these reforms after the CSRD grant expires.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Madison**
 School: **Franklin Elementary**
 Enrollment (99-00): **368**
 Attendance Rate (98-99): **95.25**

Free/Reduced Lunch Rate (99-00): **32.3**
 CSRD Model: **Integrated Services Model**
 Implementation Level: **Fulfilling**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Franklin hired several new staff members this year who have quickly adapted to the school's design. Shrewd resource reallocation has allowed the school to reduce class size to fifteen, and most teachers experienced a reduction of nine students from since the beginning of the CSRD program. The principal writes, "the operations of Franklin School 1997 and before [have] become a distant memory." Franklin has made exceptional progress addressing the needs of emerging English speakers and special education students in the regular classroom setting, with a thoughtfully planned and highly coordinated CSRD program.

SCHOOL PERFORMANCE INDICATORS

As a Kindergarten through second grade school, Franklin Elementary does not participate in WKCE.

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction					X		X	
Standards					X		X	
Assessment					X		X	
Professional Development					X		X	
Parental Involvement					X		X	
Utilization of Resources					X		X	

Curriculum: Franklin has continued to utilize a balanced literacy program as the centerpiece for its curriculum, while planning a new science scope and sequence for next year. They are working with their sister school to ensure curricular continuity from grade-to-grade throughout elementary school.

Instruction: Franklin's Instructional Design Team meets monthly to evaluate implementation of CSRD instructional modifications and the school's end-of-year report states that teachers have "demonstrated to the principal that they differentiate their lessons daily to meet the needs of diverse learners within their classrooms." Smaller class sizes allowing for more individualized instruction have been one key to Franklin's success with this component.

Standards: Franklin's school improvement committees are based on the academic proficiency areas, and the school has solid and ambitious student achievement and program goals. In addition, Franklin's CSRD program focuses on meeting the needs of special education and LEP students in the regular classroom.

Assessment: Franklin uses district assessments in language arts and math, and teachers are moving toward performance assessment in several areas. The school district has helped Franklin evaluate its CSRD programs. Franklin has an extensive collection of student achievement data and its teachers are becoming more familiar with ways to use the data for instructional purposes. The

school is focusing on student attendance as a short-term goal.

Professional Development: Franklin has continued to make productive use of its close connections with UW-Madison faculty for external coaching. Franklin now employs eight teachers who are dual-certified in English as a Second Language and Elementary Education. The school's design committee works to coordinate CSRD efforts throughout the school and new teachers at Franklin are mentored by more experienced teachers. The school continues to utilize team planning time to help teachers share strengths and integrate curricula.

Parental Involvement: An effective parent involvement committee and increased bilingual staff resources have allowed Franklin to build stronger home-school links with the school's Hispanic community. Teachers regularly meet with parents and formally discuss student progress and parent meetings are routinely offered at separate times in three different languages.

Utilization of Resources: Franklin has continued to make effective use of its Title I waiver to purchase professional development time, curricular materials, and social worker/bilingual resource support directly related to the school's CSRD program. Franklin used its CSRD funds to increase its bilingual resource staff by 1.5 full time positions this year. With a SAGE grant to lower class sizes expected for next year, Franklin's program should continue to thrive.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

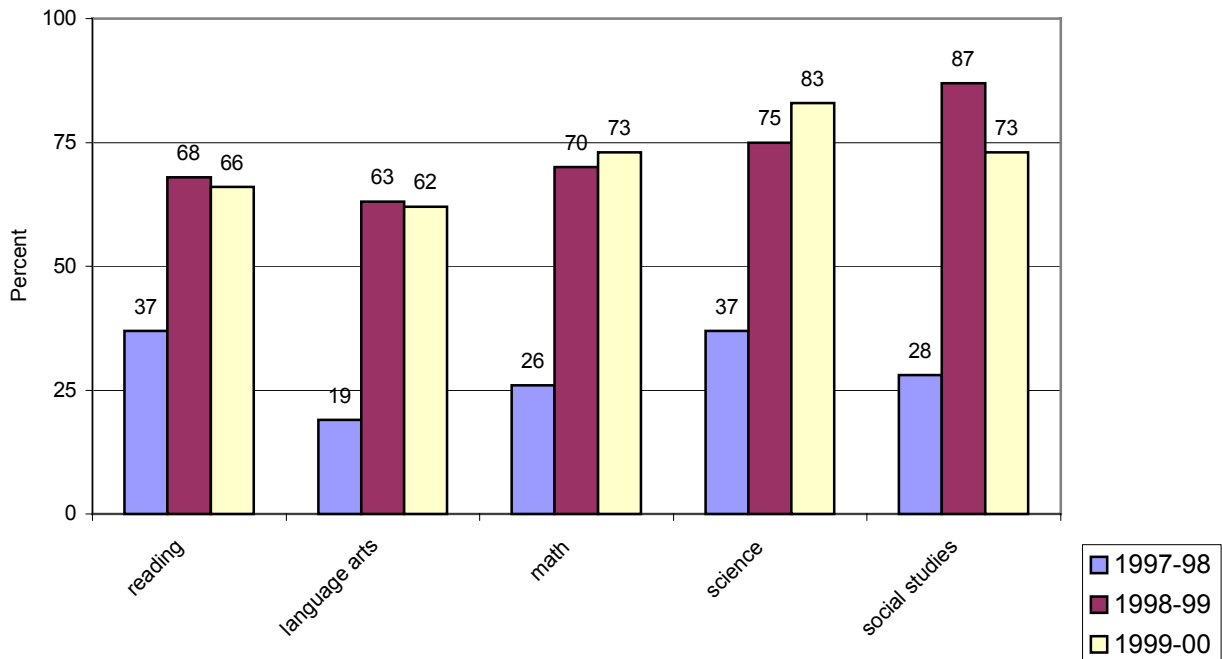
District: **Madison**
 School: **Lowell Elementary**
 Enrollment (99-00): **395**
 Attendance Rate (98-99): **95.68**

Free/Reduced Lunch Rate (99-00): **31.7**
 CSR Model: **Local Model**
 Implementation Level: **Fulfilling**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Lowell has continued its exemplary assessment and instructional components this year, and program implementation has progressed smoothly overall. The school has made the most of its close ties with University of Wisconsin-Madison faculty, and maintains a strong external technical support component. Lowell's mechanisms for monitoring the implementation of professional development and measuring its impact are commendable. In addition, the school recently received national Title I recognition for its schoolwide program. One concern that remains is building internal capacity to sustain these efforts beyond the duration of the CSR grant.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	54	80	80	80	80	80
1998-99	60	90	90	90	90	90
1999-00	59	95	95	95	95	95

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction					X		X	
Standards				X			X	
Assessment					X		X	
Professional Development				X			X	
Parental Involvement					X		X	
Utilization of Resources					X			X

Curriculum: This year, Lowell focused on literacy using the Reading Recovery program and a balanced literacy approach. To this end, they implemented a two-hour uninterrupted literacy block utilizing components of several research-based programs. A school team continues to monitor curriculum continuity. A new math program was fully integrated into the school this year, and the staff is busy learning the new science and social studies program that will be introduced next year. Next year, Lowell plans to shift its curricular focus to science, a move consistent with the school's needs assessment.

Instruction: Lowell continues to use Fullan's four-level system (inquiry, initiation, implementation, and institutionalization) to assess teachers' classroom instruction based on principal and peer evaluation using on specific rubrics. Last Spring, 0 teachers were in inquiry, 2 were in initiation, 14 were in implementation and 17 were in institutionalization. By the end of this year, 0 were in inquiry or initiation, 14 were in implementation, and 19 were in institutionalization. Since the majority of the teachers have now reached the institutionalization phase of this scale, Lowell is considered to be fulfilling its instructional plans.

Standards: Lowell has strengthened its schoolwide commitment to implementing a standards-based curriculum. Special education students are integrated into the regular classroom through Lowell's cross-categorical model of inclusion.

Assessment: Ongoing assessment is a strong suit of Lowell's CSRD program, as the school utilizes state or district assessments at each grade level. Teachers have analyzed an extensive collection of student achievement and

school climate data, which will be used to guide professional development and track progress. Individual growth records are kept for some students. Program evaluation was accomplished via the principal's doctoral dissertation.

Professional Development: Lowell's innovative and effective governance system has helped to maintain the school's coordinated professional development program. This year's program concentrated on literacy, the new math program, and cross-categorical inclusion, and was supplemented with peer coaching. The staff at Lowell continues to work closely with UW-Madison faculty for expert professional development.

Parental Involvement: Lowell has markedly improved its parental involvement component this year by beginning to measure the impact of its many activities. The school's sound framework for parent involvement, home school coordinator, and Family/Community Liaison help connect families with community services and provide direct assistance where needed. Lowell's Parenting For School Success program involved 30 families this year.

Utilization of Resources: Title I funds support a Schoolwide Facilitator who coordinates Lowell's governance structure. CSRD funds will be utilized to continue to fund the facilitator position next year. In the past two years, Lowell has developed a well-utilized resource room to facilitate the sharing of limited materials between classrooms. This plan has expanded this year to incorporate Lowell's computer lab, library, and Talented and Gifted program.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Manitowoc**

School: **Washington Junior High**

Enrollment (99-00): **721**

Attendance Rate (98-99): **92.91**

Free/Reduced Lunch Rate (99-00): **11.71**

CSRD Model: **Student Achievement of High Intellectual Quality**

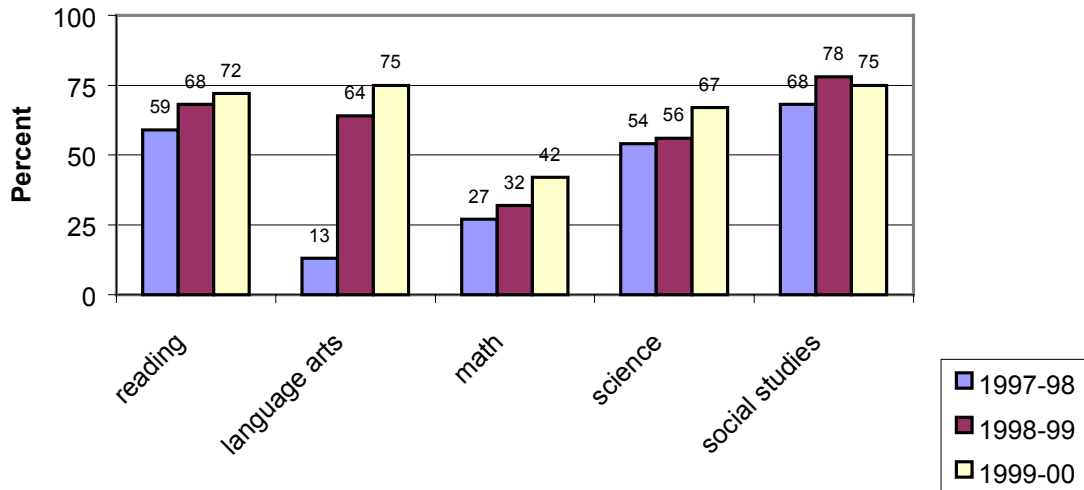
Implementation Level: **Implementing**

Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Washington's school district and Board remain extremely supportive and enthusiastic of the school and its CSRD program. They are truly trying to use Washington as a demonstration program for the rest of the district. Considering the school's strong technical support and professional development, coupled with mechanisms to ensure their classroom implementation, local pride for this school is no wonder. This year, Washington has begun utilizing an innovative lesson design process to augment their ongoing authentic pedagogy initiatives, and the school reports early success and synergy between these programs. Washington has begun to address the problem of program sustainability, but remains concerned about this issue.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 8th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	231	96	96	96	96	96
1998-99	266	95	95	94	96	96
1999-00	187	98	98	98	99	98

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction					X		X	
Standards				X			X	
Assessment				X			X	
Professional Development				X			X	
Parental Involvement			X				X	
Utilization of Resources				X			X	

Curriculum: Washington has completed developing checklists that will help students, teachers and parents assess progress towards meeting the state standards for all proficiency areas.

Instruction: Washington's 'authentic pedagogy' instructional approach focuses on getting teachers to ask the right questions that will engage students and encourage higher-order thinking skills. The school expects this method to be utilized in all classrooms, including foreign language classes. Instruction at Washington is monitored through a professional portfolio using the authentic pedagogy standards for instruction. To support this initiative, a knowledgeable outside evaluator conducted classroom observations and provided expert training and feedback on instructional issues. Several teachers report that these mechanisms have led them to constantly examine and adjust their instructional methods to meet these standards and to teach for enduring understanding.

Standards: The new curricular and instructional programs at Washington are both based on in-depth analysis of the Wisconsin Model Academic Standards. Teachers continue to create lesson plans that are reviewed internally for consistency with the state standards and externally by a technical assistance provider from the University of Wisconsin-Madison.

Assessment: Early in the year, an evaluation of classroom assessments revealed that they were often not aligned with instruction and infrequently utilized as powerfully as possible. As a result, subsequent professional development and consulting was directed toward these areas. Teachers in the core academic area were all required to develop assessment tasks to be scored on the authentic pedagogy standards. Teachers throughout Washington are working to design assessments that contribute to (rather than simply indicate) student learning. The school is busy creating a database of high quality assessment tasks and student work for reference and dissemination. The school district and

several University of Wisconsin-Madison faculty members are working with the school to evaluate program implementation and impact.

Professional Development: Professional development occurs in many forms at Washington, from whole school workshops, to modeling of ideal practices, to one-on-one consultation with University experts. The school also holds monthly meetings for new teachers and mentors to work together on program implementation. Washington Junior High also uses a teacher professional portfolio to measure the impact of these activities. Overall, these activities are consistent, ongoing, and relevant. Perhaps more importantly, administration has worked hard to create an environment in the school where this training can be readily transferred into classroom action. Next year, CSRD funds will be used to hire study hall monitors, allowing teachers time to plan in teams.

Parental Involvement: Because they have spent so much time and effort to bolster the curriculum, instruction, and assessments at the school, Washington still is not where they would like to be in terms of parent involvement. The school's end-of-year report states that "parent and community involvement continues to be an area that we have struggled with". However, Washington is exploring and implementing many innovative forms of parental involvement, and continues to track these activities extensively. The school's parents are kept well informed of the reform movement and their input is often requested through surveys, but few of these documents have been returned as of yet.

Utilization of Resources: No major changes were planned for Washington's resources allocation this year. The school continues to work closely with University of Wisconsin-Madison faculty and has begun to develop internal capacity to support its reforms after the CSRD grant expires.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

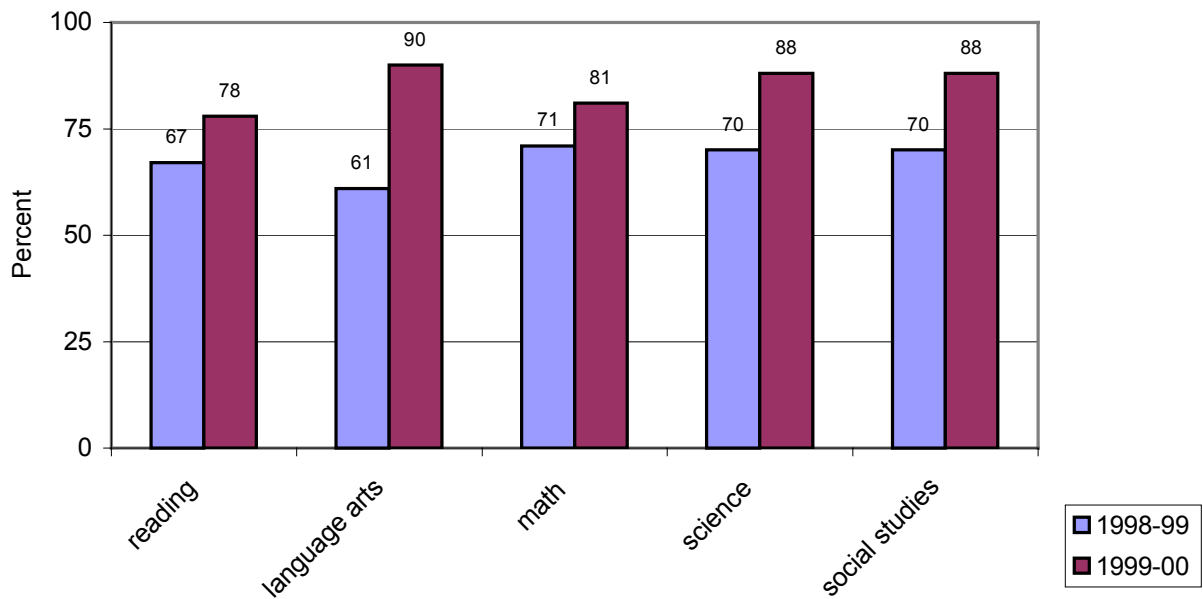
District: **Milwaukee**
 School: **Samuel Clemens Elementary**
 Enrollment (99-00): **424**
 Attendance Rate (98-99): **92.06**

Free/Reduced Lunch Rate (99-00): **82.3**
 CSR Model: **Paideia**
 Implementation Level: **Implementing**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Clemens has experienced great success in integrating the first stage of the Paideia program, the Seminar teaching method. If the following stages proceed as smoothly, the school will be a true Paideia model at the end of the grant period. Teachers are the program's strongest proponents, a number of whom describe Paideia as "incredibly invigorating." Although establishing the norms for seminar learning will take time, the fact that these norms are being introduced even to kindergartners suggests Paideia is at Clemens to stay.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	54	85	85	87	85	85
1999-00	46	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards				X			X	
Assessment	X						X	
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources					X		X	

Curriculum: Classical literature is the focus of the curriculum at Clemens this year, using texts recommended by Paideia and the school's implementation committee. The internally developed 'Character Counts' program adds a moral education component to a curriculum traditionally reserved for more a privileged student body. Next year they plan to expand the curriculum to include more discussion around works of visual arts.

Instruction: As a first year Paideia school, Clemens implemented the Seminar method of instruction. Weekly Seminars involve all students and teachers, and embody the shift to a student-centered curriculum. This method has built trusting relationships between students and teachers, as they have learned the art of respectful disagreement and the ability to marshal textual evidence to support claims. Though teachers' level of mastery with the Seminar approach varies, the majority has bought in to the concept despite the extra work that it requires. Next year, Clemens hopes for similar success in implementing the 'coached project' component of Paideia.

Standards: Clemens reports that the CSRD program has raised expectations for their students. For example, in Seminar, Kindergartners will read and discuss the same texts as 3rd graders. Clemens' staff also believes that the Seminar format will help students meet the district's oral communication standard, and that students' participation in Seminar can be used as evidence of learning for children whose abilities are not apparent through traditional means.

Assessment: Clemens does not plan to make any major changes to student assessment until the third year of implementation.

Professional Development: Clemens' Paideia implementation teams meets twice per month, and the entire staff attended a 3-day Paideia training session to introduce the Seminar method. A Paideia trainer offers ongoing guidance for teachers, often modeling how to conduct a seminar effectively.

Parental Involvement: Parents were well informed about the school's transition to the Paideia model, and interested in the reform. Approximately 30 parents attended an informational meeting that was held in Seminar format. Parents were also invited to participate in student Seminars, and several were present on during the evaluation visit. Several Clemens' parents attended a national Paideia conference. However, strengthening parental involvement remains a top goal for Clemens in the future.

Utilization of Resources: Clemens has used CSRD, Title I, and other grants to meet Paideia goals by hiring a full-time implementor and making a commitment to professional development for all staff members. Time and personnel were reorganized for Seminar days to allow the participation of all teachers and students.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Milwaukee**

School: **Congress Elementary**

Enrollment (99-00): **650**

Attendance Rate (98-99): **92.67**

Free/Reduced Lunch Rate (99-00): **69.3**

CSRD Model: **Coalition of Essential Schools**

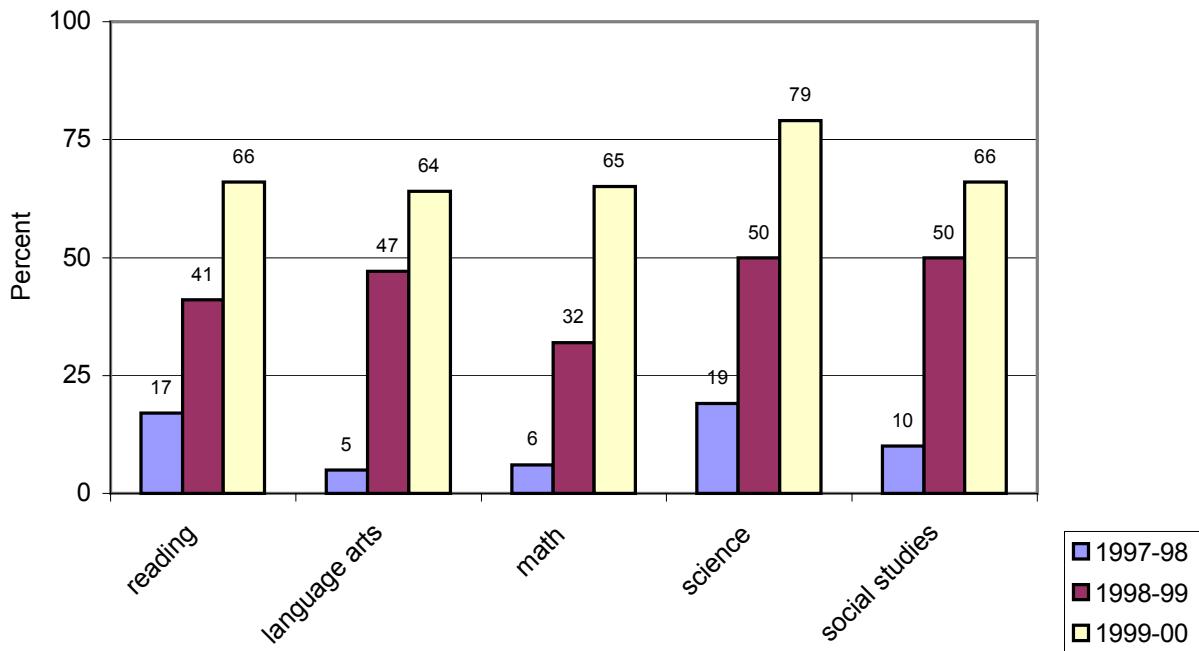
Implementation Level: **Implementing**

Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: The Coalition of Essential schools (CES) program continues to provide an efficient framework for coordinating several other initiatives (such as extended year-round schooling and planning a coherent curriculum) at Congress. The school has made remarkable improvements in student achievement since receiving its CSRD grant. Congress has substantially increased the percentage of its students scoring in the proficient and advanced categories of the WKCE in all subject areas for each of the past two years, and now rank among the best in the county by this criterion. The school's administration attributes these improvements to their CSRD program and year-round schedule. Congress also reports that school climate is improving due to Coalition principles. Nonetheless, several obstacles remain, including concerns about communication between Congress' two campuses and the ability to sustain the school's reform efforts by building in-house expertise.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	63	95	95	95	95	95
1998-99	64	95	95	97	97	97
1999-00	69	91	91	93	94	97

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X				X	
Instruction				X			X	
Standards			X				X	
Assessment				X			X	
Professional Development			X				X	
Parental Involvement				X			X	
Utilization of Resources				X			X	

Curriculum: Coalition principles guided the formulation of Congress' district-required Educational Plan for this year. The school has continued implementing an extended reading block for all students. Congress reports that they are moving toward a coherent curriculum by creating contexts that organize and connect learning experiences for students as well as teachers. While they admit that this has been a "messy" process, the school notes that CES has been a crucial element in developing this new curriculum. In line with the "teacher as generalist" principle of CES, staff at Congress are attempting to meet the needs of the whole child, focusing first on the school's early childhood campus.

Instruction: Administration reports that Congress' year round schedule helps with instruction by eliminating long instructional gaps and reducing the time spent on remediation and review. Several teachers state that their professional development opportunities have helped them to change their teaching styles to meet the needs of all students.

Standards: Congress staff are working with Coalition representatives and an outside evaluator to align their curriculum with state and district standards. Some teachers report being more aware of district standards and school benchmarks while planning lessons. Evidence suggests that the school is truly taking to heart the Coalition principle that all students can learn. The school practices full inclusion of special education students, and has all but eliminated the number of students scoring in the minimal range on the WKCE. However, the number of students not tested on this examination did increase slightly this year.

Assessment: Congress continues to utilize a strong mix of quantitative and qualitative measures of student progress. This year, Congress staff worked with an assessment

coordinator from Alverno College ½ day per week. While some teachers keep portfolios on individual students and some performance-based assessments are in place at Congress, the school has identified this as an area for future expansion. Congress is using disaggregated test results to track sub-populations and formative data analysis to help identify and address weaknesses.

Professional Development: Peer instructional coaching has been the centerpiece of professional development at Congress. The school readily admits that staff turnover has been an obstacle to getting all teachers up to speed in the reform movement, but the structure is now in place at Congress to ease this process.

Parental Involvement: Coalition principles state that "families should be vital members of the school community." To this end, Congress now employs a parent involvement specialist and parent coordinator (both full-time) to monitor and schedule parent involvement activities. These positions have helped increase parental involvement, and build connections with Grand Avenue High school for tutoring. The school's end-of-year report states that the quantity and quality of parental involvement has improved in the social events and curriculum related events, such as science fair and conference attendance.

Utilization of Resources: Congress continues to coordinate its professional development and program activities with Grand Avenue High School. Congress has thoughtfully coordinated many of its grants, including the school's new SEED grant for math. Ongoing program evaluation helps ensure that all new initiatives are aligned with Coalition Principles. Congress' numerous teacher interns and year-round schedule help teachers better utilize their time.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Milwaukee**

School: **Grand Avenue**

Enrollment (99-00): **912**

Attendance Rate (98-99): **85.91**

Free/Reduced Lunch Rate (99-00): **74** (district rate)

CSRD Model: **Coalition of Essential Schools**

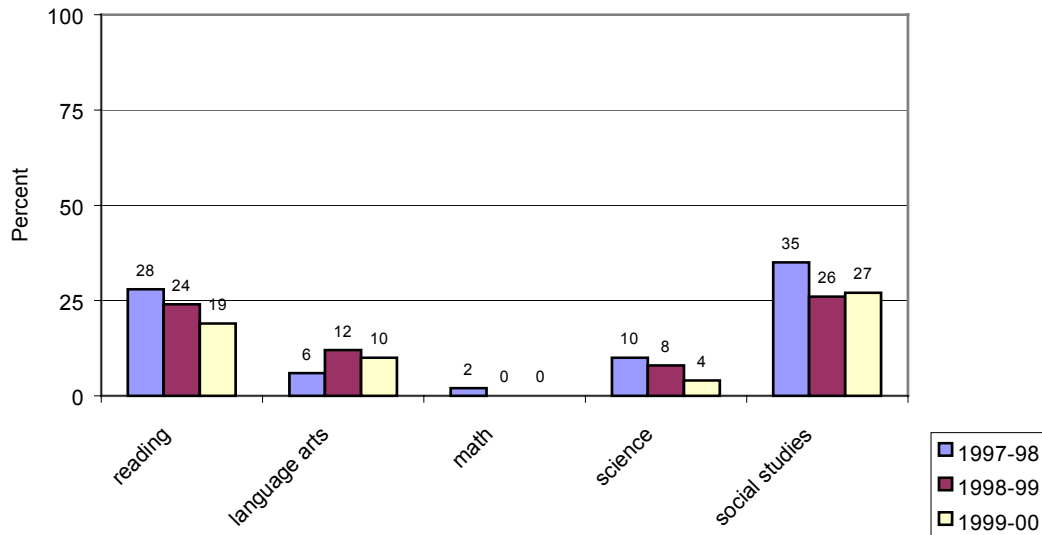
Implementation Level: **Piloting**

Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Grand Avenue's work with the Coalition of Essential Schools (CES) over the past two years have resulted in a more democratic environment where students are empowered to take ownership in their school and their learning. Grand Avenue students, including at-risk students, are especially involved in the school's CSRD program, as they have presented at CES conferences and are generally aware of CES principles. This year, some students wrote (and were awarded) a service learning grant to fund a tutoring program whereby all of Grand's high school students volunteer at local elementary schools. This factor, coupled with the school's student-driven curriculum, suggests that Grand Avenue students are clearly beginning to take ownership of the school and their learning. This arrangement and the high school's intimate size foster close personal relationships between teachers and students. The high percentages of Grand Avenue students scoring in the minimal and basic categories of the WKCE, particularly in mathematics, is a cause for concern, but the school has done a good job in increasing the percentage of students who were tested on this exam this year.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 10th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	49	92	92	92	88	88
1998-99	50	84	84	76	82	80
1999-00	48	87	87	83	87	85

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X			X		
Instruction			X				X	
Standards			X				X	
Assessment				X			X	
Professional Development			X				X	
Parental Involvement				X			X	
Utilization of Resources			X				X	

Curriculum: Portfolio preparation and community learning occupy significant roles in the Grand Avenue curriculum. Grand students set their own learning goals, which are required to encompass state and district standards and keep individualized portfolios of their work. This year, the school implemented a 'Cohort Class', during which all high school students are required to plan their portfolios and study problem-solving and independent learning skills to help complete these plans. Grand Avenue has strengthened its Institute classes for juniors and seniors, and this year 80% of eligible students opted to participate. However, plans to expand this component to the 9th and 10th grades never came to fruition. The low percentage of Grand Avenue students scoring in the proficient and advanced categories of the WKCE in mathematics suggests that this may be a curricular weakness that warrants thoughtful consideration.

Instruction: The CES vision of 'student as worker' is definitely becoming characteristic of Grand Avenue. Classroom observations by Grand Avenue's principal suggest that instruction is becoming more student-centered and active. An external evaluation indicated that "high school students are already proficient at developing portfolios; middle school students are learning." Some teachers report that students are becoming more engaged in assignments when they are authentic and project-based, but the extent, coordination, and effectiveness of these methods are unknown.

Standards: As WKCE results may indicate, the achievement of state standards is not a particular focus of Grand Avenue's CSRSD program. Instead, the school is concentrating on producing authentic student projects and promoting student-initiated learning. Teachers are now playing a more active role, however, in making sure that standards are being met. For instance, the school's academic departments hold monthly meetings to reaffirm this training and the school's end-of-year report states that "more students are turning in work that will help them to meet proficiencies." Grand Avenue's WKCE results for the 8th and 10th grades tend to indicate otherwise. On the other hand, some teachers relate that the school's individualized approach to learning has helped to engage at-risk students.

Assessment: In lieu of final exams, Grand Avenue students' portfolios are evaluated by a team of peers, parents/community members, and school staff, and progress is judged based on individualized goals. Grand Avenue reports that they have met their goal of having 100% of students participate in a portfolio

assessment process, and now hopes to see improvements in portfolio performance scores in the five proficiency areas. Grand Avenue's staff has been trained in designing and evaluating these alternative assessments. The school also refers to internal and external sources for program evaluation, with the latter offering valuable guidance for future efforts.

Professional Development: Grand Avenue's staff received eleven days of CES training during school year. Topics included the Coalition principles, project-based and personalized instruction, coaching students, and assessment design. Grand is also involved in ongoing Coalition networking and communication, and the school has continued to successfully partner with Congress Elementary for activities related to the CSRSD program. The school's strong CES coordinator has been instrumental in sustaining the program's efforts through professional development. However, the staff is still struggling to find sufficient time to meet together, particularly at the middle school, and this has made it difficult for Grand Avenue to coordinate reform efforts between campuses. Grand Avenue's principal has become more involved with the program this year, and the school is beginning to build the in-house expertise necessary for long-term sustainability of the reform.

Parental Involvement: Grand Avenue students are frequently engaged in community service and interaction. Every high school student and 35% of the middle school students participated in at least one community service project this year. The student-initiated Grand Tutoring Project involves all of the high school students in tutoring at three local elementary schools. Parents and/or community members are involved on each student's portfolio evaluation team. An innovative partnership with nearby Marquette University has allowed qualified students to take college-level courses, and gain access to university facilities for their Institute class. Grand Avenue's external evaluator noted that parent involvement in the CORE governance group is beginning to erode.

Utilization of Resources: Grand Avenue students wrote, and were awarded, a service-learning grant for tutoring at other local schools. The school's math-science resource specialist helps classroom teachers plan curriculum and instruction and helps prepare students for state- and district-wide standardized testing. These are just some of the ways that Grand has begun to reallocate its resources in support of its CSRSD efforts.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Milwaukee**

School: **Hamilton High**

Enrollment (99-00): **1966**

Attendance Rate (98-99): **78.81**

Free/Reduced Lunch Rate (99-00): **74** (district rate)

CSRD Model: **National Writing Project**

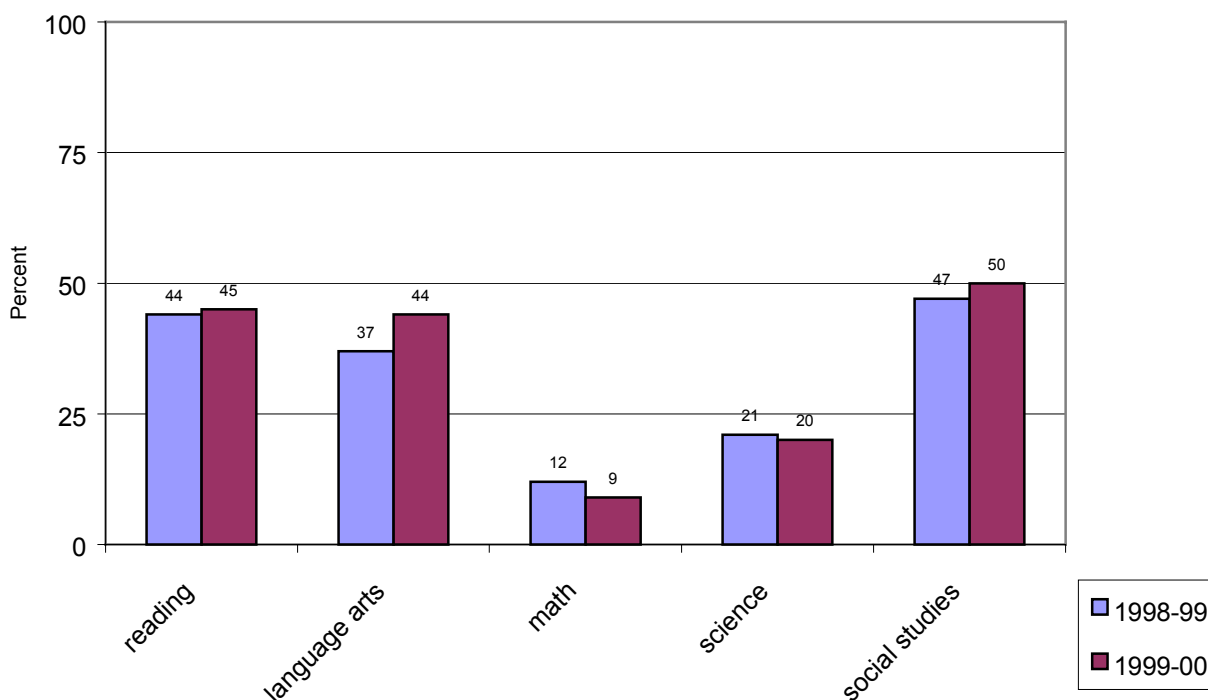
Implementation Level: **Piloting**

Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: This year, Hamilton trained its first 'wave' of twenty teachers in the tenets of the National Writing Project (NWP). This cadre of teachers is clearly integrating writing into their regular classroom lessons and helping to expand the philosophy throughout the school. Teachers interviewed felt "reform was here to stay" and one teacher even commented that the CSRD program was "finally something to get excited about after 31 years." Staff also report that the CSRD program has helped teachers build relationships with teachers from different academic departments and with students. If professional development and program implementation continue as planned, Hamilton may be on the road to becoming a truly reformed school in the near future.

SCHOOL PERFORMANCE INDICATORS

Percentage of Students Testing Proficient or Advanced on 10th Grade WKCE



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	440	76	76	73	72	71
1999-00	460	83	83	79	78	78

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X				X	
Instruction			X				X	
Standards		X					X	
Assessment			X				X	
Professional Development			X				X	
Parental Involvement		X				X		
Utilization of Resources		X					X	

Curriculum: The initial wave of teachers trained in NWP came from a variety of academic subjects, and the writing project is clearly not constrained to Language Arts classrooms. In fact, even math teachers and physical education teachers are employing writing activities in their classrooms.

Instruction: Beyond integrating writing activities into the instruction of other subjects, the NWP has changed and coordinated the way that writing itself is taught at Hamilton.

Standards: Hamilton students are using the NWP to help prepare them for next year's implementation of a Senior Communications Project graduation requirement. While the NWP does not explicitly address state or district standards for writing or language arts, the program's flexibility allows for these to be addressed through writing across the curricula.

Assessment: Common rubrics are used to assess student writing across the curriculum, and publication of student documents helps make writing tasks more authentic. Peer revising and editing, and self-assessment are common elements of the Hamilton writing process. Some teachers are keeping student writing portfolios to monitor and promote progress from novice to expert. When Hamilton fulfills plans to expand this practice, there may be even more school-wide consensus on what constitutes good writing.

Professional Development: Hamilton has trained twenty staff members as NWP experts and looks to train a second and third wave in successive years. This 'first wave' meets monthly and conducts presentations to the rest of the school at all faculty meetings. While many non-Language Arts teachers are still getting comfortable teaching writing, the staff as a whole are eager to learn more about ways to integrate writing into their lessons.

Parental Involvement: As a high school, Hamilton has focused more on building community partnerships than on parental involvement. Though some Hamilton parents were agitated by the school's new Communications Project graduation requirement, the principal states that "no parent would object to strengthening critical and written composition skills" as the NWP promotes. A school-produced video demonstrating the merits of the reform promises to enhance communication with parents.

Utilization of Resources: Hamilton has coordinated CSRD and Title I funds to hire a senior communications project coordinator. Hamilton's CSRD efforts would likely be well served by expanding the responsibilities of this position (or adding another) to coordinate NWP implementation across the school. This may also aid Hamilton's ability to internally train teachers in NWP methods, which will be especially important after the CSRD funds expire

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Milwaukee**

School: **Juneau High**

Enrollment (99-00): **882**

Attendance Rate (98-99): **80.42**

Free/Reduced Lunch Rate (99-00): **74** (district rate)

CSR Model: **Intersession**

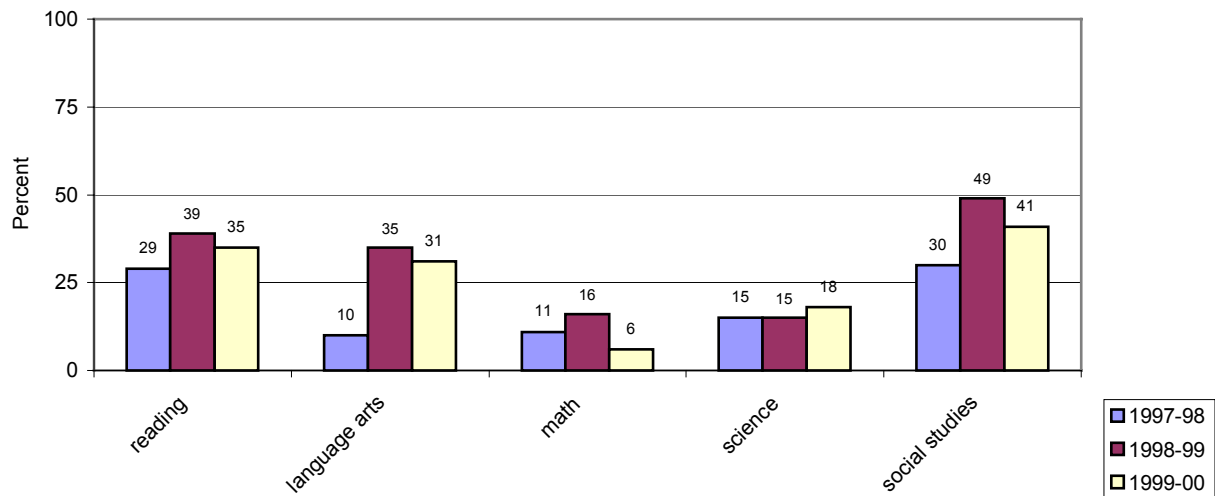
Implementation Level: **Implementing**

Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: After a year of intensive planning and preparation, Juneau implemented its Intersession program this year to the satisfaction of a majority of students and teachers. All students and staff participated in Intersession, a testament to its comprehensiveness, but the true test of this program's success will be whether students' enthusiasm and dedication is transferred to their more traditional courses. Sustainability of Juneau's reform efforts will be a significant issue in the years to come, and the school must re-allocate resources or find additional funding to build on its recent success.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 10th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	189	76	76	77	77	78
1998-99	191	87	87	88	87	86
1999-00	144	85	85	87	85	85

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction			X				X	
Standards			X					X
Assessment				X			X	
Professional Development				X			X	
Parental Involvement			X				X	
Utilization of Resources			X				X	

Curriculum: Intersession offered a wide array of interesting and innovative course offerings, from local Spanish culture to web page design to in-depth study of the Civil War. Activity periods during lunch hour are used to schedule activities traditionally reserved for after school hours. The revised curriculum has engaged both students and teachers, and was considered a schoolwide success.

Instruction: Instruction at Juneau focuses on authenticity and linking schoolwork with real world activities and interests. Intersession courses are used for both acceleration and remediation of qualified students. An external program evaluation revealed Intersession courses were more hands-on and project- oriented than traditional courses.

Standards: Juneau doubled the number of students on its honor roll during intersession, an unexpected success. The school allows students with high grades in regular courses to get first choice of Intersession courses and some teachers have observed students using this as incentive to study harder in regular courses. On the downside, Intersession has disgruntled some Advanced Placement students and teachers, as it resulted in a large gap between class time and test time. Juneau is planning to rectify this situation next year.

Assessment: Juneau has contracted with a researcher from UW-Milwaukee to evaluate Intersession and block scheduling at the school. The evaluator notes that 70% of students report being more engaged in their coursework

during Intersession and that a vast majority of teachers and students favor continuation of the program. This evaluation also uncovered several disadvantages, which should be addressed next school year.

Professional Development: Last year's professional development activities and a 1/3-time program coach have rendered Juneau's teachers well prepared to implement Intersession. This year's professional development activities focussed mainly on technology training and other pressing school needs.

Parental Involvement: Juneau reports that meaningful parental involvement is difficult to attain in high school and varies from year to year. One goal is engaging parents more in selecting and contributing to Intersession courses. Community involvement, on the other hand, is a strength of the school, with 85% of seniors involved in on-the-job training and several community members and organizations participating in Intersession and activity periods.

Utilization of Resources: CSRD funds were decentralized to Intersession staff on per-pupil basis and used to buy materials for these courses. These books and other supplies will allow the school to continue most Intersession courses that have already been developed. Juneau is currently considering ways to fund the development of new courses for the coming years. The school makes innovative use of time through Intersession and activity periods and will continue to fine-tune its schedule next year.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

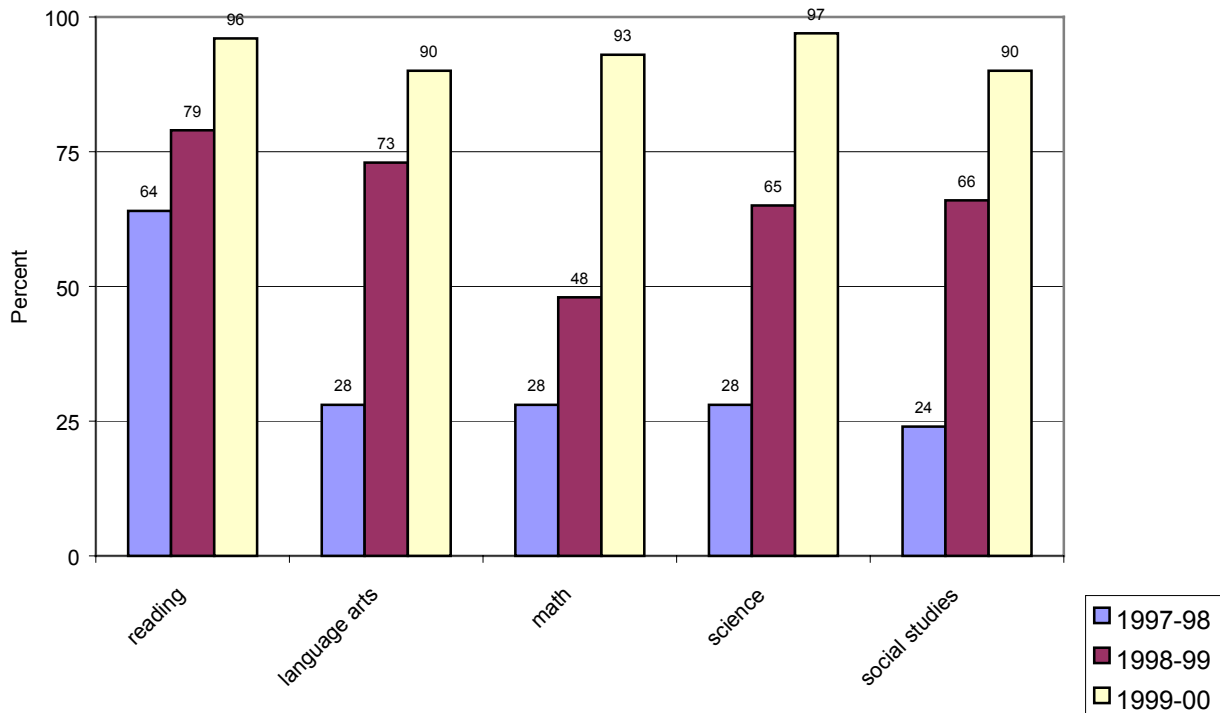
District: **Milwaukee**
School: **Maryland Avenue Elementary**
Enrollment (99-00): **297**
Attendance Rate (98-99): **90.95**

Free/Reduced Lunch Rate (99-00): **78.3**
CSR Model: **Accelerated Schools**
Implementation Level: **Implementing**
Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Lack of communication with Accelerated Schools (AS) staff last year found Maryland implementing the AS process mostly at its own, rapid pace. This year, AS has become more involved in Maryland's reform program, but their efforts to 'redirect' the school's plans—essentially asking Maryland to start over from scratch and follow the AS process more thoroughly—have slowed the momentum for change and caused many staff members to lose faith in the reform process. Maryland is one of the few schools to report that, if they had the process to do over again, they would *not* have selected the same CSR model. Nonetheless, Maryland has now clarified its school goals and is making progress with its CSR program. Impressive gains on WKCE scores in the past two years are a reflection of this progress. Maryland has increased the proportion of its 4th and 8th grade students scoring proficient or higher in all subject areas for each of the past two years, with only one exception (8th grade Language Arts 2000). These results are extraordinary, and Maryland is to be highly commended.

SCHOOL PERFORMANCE INDICATORS

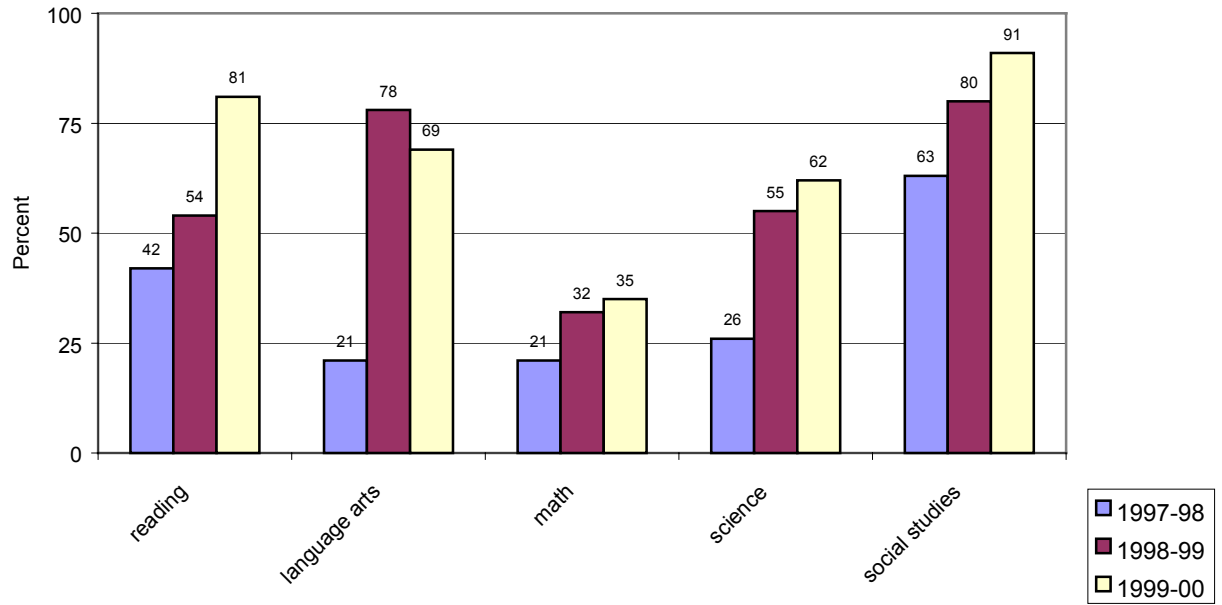
Percent of Students Scoring Proficient or Advanced
on 4th Grade WKCE



Percent of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	25	76	76	76	76	76
1998-99	29	86	86	86	86	86
1999-00	30	100	100	100	100	100

**Percentage of Students Scoring Proficient or Advanced
on 8th Grade WKCE**



Percent of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	19	100	100	100	100	100
1998-99	22	100	100	100	100	100
1999-00	26	96	96	96	96	96

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction			X				X	
Standards				X			X	
Assessment			X				X	
Professional Development				X			X	
Parental Involvement				X		X		
Utilization of Resources				X			X	

Curriculum: Maryland continues to incorporate state and district standards into its curriculum through programs such as Break Through to Literacy. New, project- and exploration- based math and science programs and texts are being implemented this year in line with AS's Powerful Learning philosophy.

Instruction: All teachers at Maryland began piloting Powerful Learning strategies last year and the process has become more automatic and comprehensive this year, though many teachers report that PL is not very different from how they would normally teach. Some teachers favor the concept more than others do and Powerful Learning lends itself to some subjects more readily than to others. Therefore, implementation has been uneven.

Standards: Maryland has meticulously coordinated its curriculum and instruction with state and district standards, and their WKCE results are a testament to this effort. The school has enhanced district-wide standards and accountability mechanisms with annual reading tests and a schoolwide 'no social promotion' policy.

Assessment: Maryland's cadres are based around assessment areas and the school utilizes practice tests to

prepare students for the district's high-stakes tests. Student- and item- level data analysis has begun, but no adjustments have been made as of yet.

Professional Development: Maryland admits that last year's professional development plan was unfocused and that they never properly fulfilled the AS inquiry process. This year, with increased attention from AS staff, professional development has become more organized and centered around Powerful Learning and student achievement.

Parental Involvement: Parents have had a significant voice in shaping Maryland's school reform plans through the AS taking stock process and are involved as after school tutors. The school is slightly behind schedule in this area, though, and is looking for more ways to invite parents into sharing the governance of the school.

Utilization of Resources: Maryland's administration reports that "all money is focussed on becoming an Accelerated School" through professional development. They report that concentrating funds toward this mission was quite easy once they examined the school's spending because AS is a flexible design.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

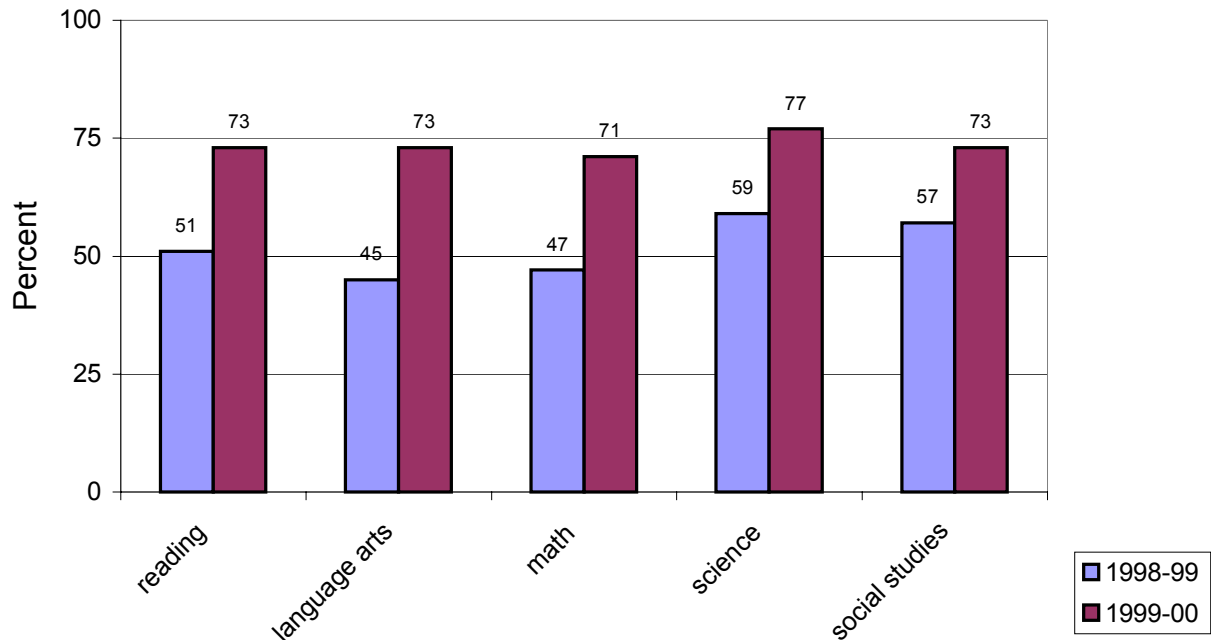
District: **Milwaukee**
School: **78th Street Academy of Accelerated Learning**
Enrollment (99-00): **530**
Attendance Rate (98-99): **94.34**

Free/Reduced Lunch Rate (99-00): **64.7**
CSR Model: **Accelerated Schools**
Implementation Level: **Piloting**
Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: The addition of the words " Academy of Accelerated Learning" to the school name is clearly more than just rhetoric at this school. The principal and staff at 78th Street have a strong grasp of the Accelerated Schools (AS) process and are committed to making it work at the school. They began working on AS with district staff before receiving their CSR grant and completed taking stock first several years ago and again more recently after experiencing staff turnover. During this time, they have created and celebrated a school vision (along with students, parents and community members), and are now revisiting this vision to make it more specific. The school's CSR program has contributed to the development of leadership from staff members, who have presented at national and local conferences and are networking with other schools in the state. Administration reports that the school's cadres are "all business", that ad hoc groups are beginning to form, and that they inquiry process has permeated the school. However, the impact of these mechanisms on teaching and learning remains unclear.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	83	55	55	72	72	72
1999-00	57	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum		X					X	
Instruction			X				X	
Standards			X				X	
Assessment			X				X	
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources		X					X	

Curriculum: Cadres at the Accelerated Academy have begun trying to find gaps between the school's curriculum and state standards, but no changes have been made as of yet. The school supplements district-wide programs and texts with materials more conducive to Powerful Learning (for example, they are piloting Lightspan to help with student remediation).

Instruction: 78th Street is concentrating more on instruction than curriculum, and teachers are willing to try new methods (such as Multiple Intelligences and cooperative activities) to help reach more students. The principal frequently visits classrooms and notes that most teachers are increasing their use of Powerful Learning techniques. Teachers struggling with these methods are receiving individualized help from the principal and a consultant.

Standards: The school continues to follow district-wide standards and benchmarks, and its cadres are aligned with the academic proficiency areas on statewide examinations.

Assessment: 78th Street currently uses state and district tests, along with program-specific assessments, but are planning to implement alternative assessments such as contracts and portfolios. Cadres are in the midst of analyzing test data to determine the root cause of low scores. The school is using AS benchmarks and staff self-assessment for program evaluation.

Professional Development: Teachers note that the CSRD program at 78th Street has resulted in more time for

professional development and increased communication across the school. Most training follows the 'bring back and disseminate' model (as opposed to schoolwide initiatives). Staff have had two training sessions for both Powerful Learning and Inquiry, and new staff members are mentored in these methods. An external coach monitors classroom teaching regularly and aids teachers with implementation. The internal coach coordinates these efforts and offers continual AS training.

Parental Involvement: Parent and community involvement is good and improving at 78th Street. Parents are kept up to date on reform efforts through newsletters and information booths. The school has focused on 'parent development' by offering workshops on college planning and leadership training to families and by sponsoring the PTA president's attendance at a 5-day AS conference. Parents' push for an improved science curriculum led to the creation of the science cadre. A volunteer parent involvement coordinator conducts home visits to familiarize all new students and their families with the school. Other schools could learn from 78th Street success in building relationships with Hmong families.

Utilization of Resources: 78th Street did not plan to make any significant changes to its utilization of resources this year. The school has always invested heavily in professional development, a trend that continued this year. They have also devoted significant resources to maintaining the school's creative arts programs.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

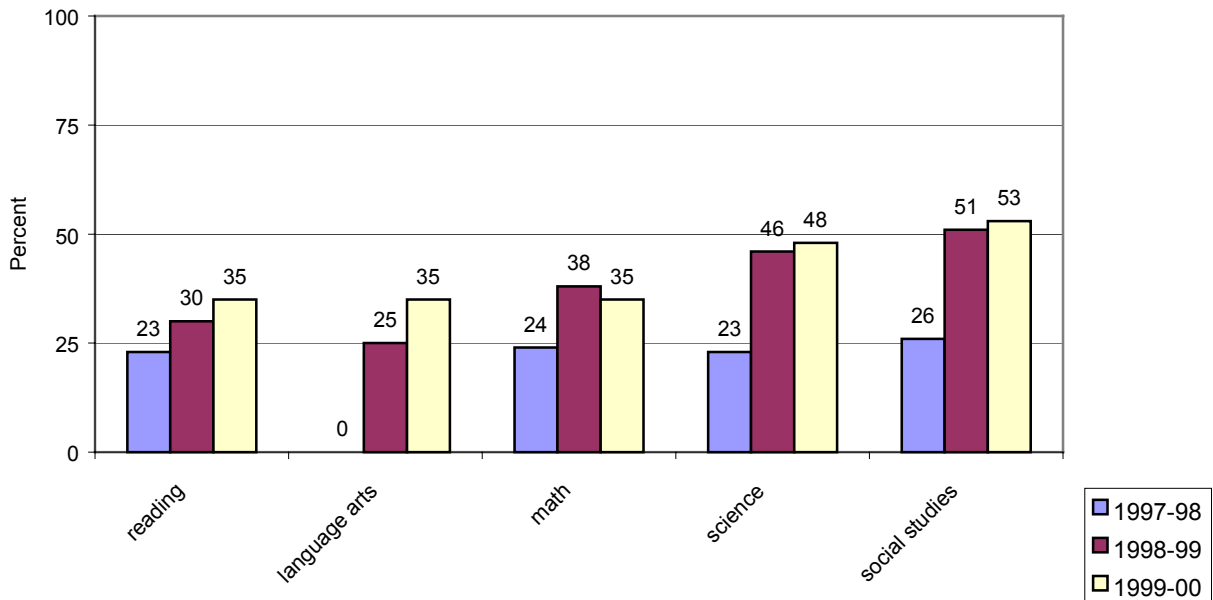
District: **Milwaukee**
 School: **Story Elementary**
 Enrollment (99-00): **483**
 Attendance Rate (98-99): **91.40**

Free/Reduced Lunch Rate (99-00): **92.7**
 CSRD Model: **Coalition of Essential Schools**
 Implementation Level: **Planning**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: As a member of the Accelerated Schools Project (AS) last year, Story had a disappointing experience with CSRD. According to several sources, the 'taking stock' process of AS contributed to a massive staff turnover at the school (the principal, assistant principal, and more than half of the teachers are new to Story this year). Thus, at the beginning of this year, Story decided to switch to the Coalition of Essential Schools (CES) model for the duration of their grant. The school's CSRD committee, feeling the school needed to ease into the program because remaining staff still have a "bad taste in their mouths," selected only two of the ten CES principles to guide this year's reform effort. Story's principal is not actively involved in the CSRD program. Instead, he has prioritized improving discipline and attendance (with much success) this year, while allowing teachers to lead the reform movement. Story is clearly improving, as teachers have embraced change and are poised to deepen their knowledge of Coalition principles in next six months. As one teacher put it: "A lot of stuff at the school is under construction, both physically and symbolically."

SCHOOL PERFORMANCE INDICATORS

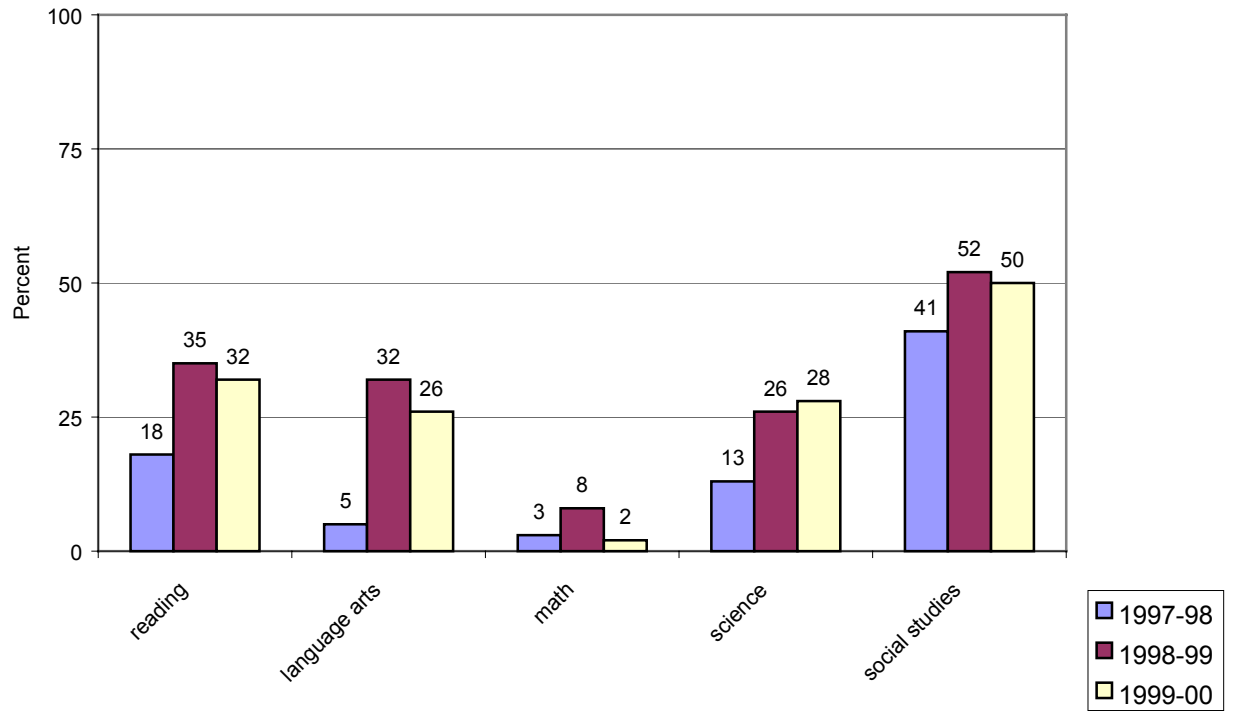
**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	39	97	97	97	97	95
1998-99	37	86	86	86	86	86
1999-00	40	90	90	87	90	90

**Percentage of Students Scoring Proficient or Advanced
on 8th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	37	97	97	97	97	95
1998-99	38	87	87	84	84	84
1999-00	49	88	88	92	90	90

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum		X					X	
Instruction	X					X		
Standards		X					X	
Assessment		X					X	
Professional Development		X					X	
Parental Involvement		X				X		
Utilization of Resources		X				X		

Curriculum: District standards and programs drive Story's curriculum. An active literacy committee has begun vertical alignment of the reading curriculum and advocating other curricular enhancements. Character education and discipline will continue as important goals next year.

Instruction: There is no schoolwide instructional strategy at Story. Classroom observations revealed wide variation in practices and degrees of student productivity, and several pull-out programs.

Standards: Teachers have begun to discuss standards and accountability on their own time after school, but no significant steps have been taken to address these areas as of yet.

Assessment: Some of Story's programs have built-in assessment components and the literacy committee was spawned by assessment data analysis. The school planned an end-of-year retreat to evaluate this year's progress and plan for next year.

Professional Development: For the most part, Story's teachers choose their own professional development

activities and report back to the principal and (sometimes) the rest of the school. Story has begun to network with other local CES schools, but the frequency and impact of these meetings is unknown. Several teachers have been in contact with CES at conferences and the Coalition plans to work more closely with the school this summer and next year.

Parental Involvement: Story reports that parent involvement is a challenge—many students are bussed in from across the city—and that some parents were initially taken aback by the school's new emphasis on discipline, but are now glad that problematic behavior has been reduced. The school has hired a parent coordinator, but are struggling to find out the most effective way to utilize this position.

Utilization of Resources: The school receives many grants targeting high-poverty schools, but it is unclear how these resources are being coordinated. They initially planned to hire a program implementor to help in this area, but failed to follow through with this wise notion. Next year, Story plans to rearrange the school day to allow time for a literacy block and planning periods.

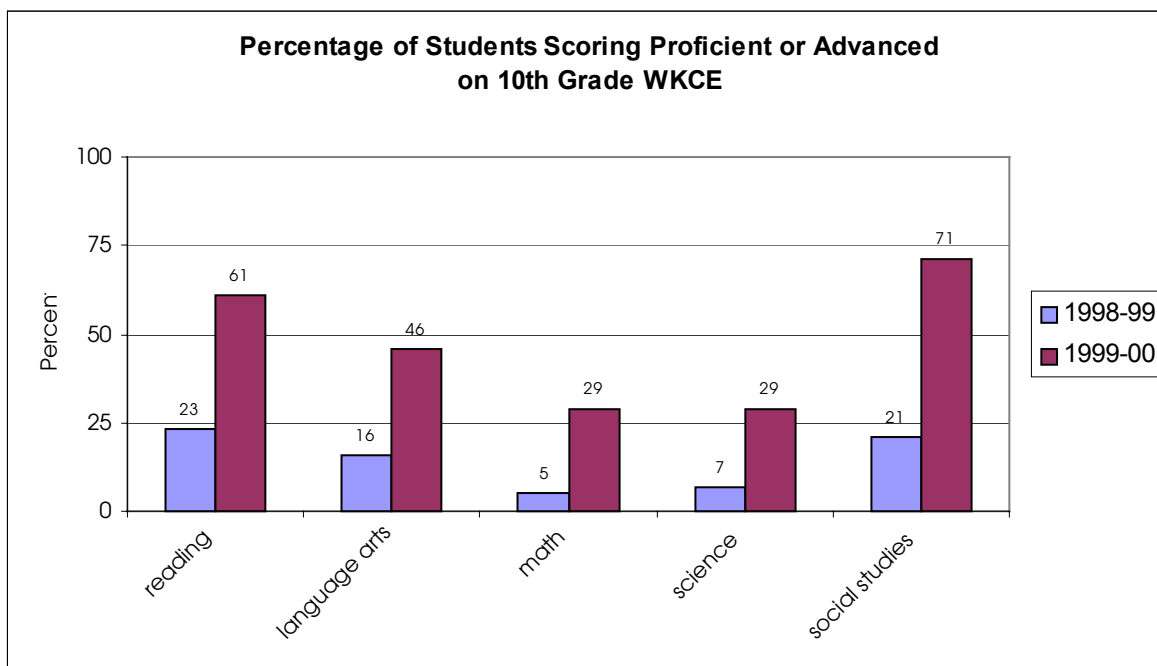
COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Milwaukee**
 School: **Washington High**
 Enrollment (99-00): **1628**
 Attendance Rate (98-99): **75.17**

Free/Reduced Lunch Rate (99-00): **74** (district rate)
 CSR Model: **Talent Development High School**
 Implementation Level: **Piloting**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: Washington's CSR program began slowly this year in order to train new teachers and because of management system software problems. The reform movement has quickly gathered steam though, and the school is phasing in the Talent Development High School (TDHS) model beginning with this year's freshman cohort. Washington implemented the Success Academy component of TDHS this year, clustering all 9th graders on one floor of building for their core academic classes. Homeroom was replaced by a 'transition class', to orient freshmen to high school, teach them study strategies, and aid in their selection of an Academy in which to spend the duration of high school. [Washington initially could not afford to purchase the official TDHS transition curriculum, so program leaders created and implemented their own version. They have since acquired the curriculum and will begin its implementation next year.] The impact of the program on student achievement is difficult to gauge, as large proportions of Washington students did not participate in statewide standardized testing this year. This data may represent cause for concern.

SCHOOL PERFORMANCE INDICATORS



Percent of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	366	69	69	66	63	62
1999-00	361	59	59	60	60	62

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum		X					X	
Instruction			X				X	
Standards			X				X	
Assessment			X			X		
Professional Development				X			X	
Parental Involvement				X				X
Utilization of Resources				X			X	

Curriculum: Washington has made significant progress in planning a revised curriculum based on the school's existing Academy structure. They have created advisory boards and a tentative structure, and informed current 9th graders and their parents about the reformed Academies. Staff are working to make career pathways more explicit and to gain buy-in from students and parents.

Instruction: The major change to Washington's instruction has come with the implementation of the Success Academy. The school strives to make instruction authentic, and work- and community- based. Plans are underway to modify the Success Academies next year to allow time for remediation and acceleration.

Standards: Department chairs, aided by computer software, have helped align Washington's curriculum with district and state standards. The Career Academies differ from traditional vocational education in that they incorporate typical academic programs, so the school does not foresee any difficulty in continuing to meet standards.

Assessment: According to program leaders, Washington has encountered difficulties in obtaining program evaluation materials from TDHS. Instead, they have utilized student surveys to measure reform progress and to help plan adjustments to the program. The school is focusing on the ensuring current 9th graders graduate on time and has applied data-driven analysis to state assessments.

Professional Development: Washington has rearranged its schedule to allow core academic subject teachers 2 hours for planning and preparation each day, and teachers have been trained to alter their instruction for extended blocks of time. The school is making extensive plans for next year through committees.

Parental Involvement: Washington has significantly increased its communication with parents by holding an orientation, opening a parents' center, adding a parent liaison, creating a parent empowerment committee, and keeping the school open longer for adult computing classes. Parents were involved on the school's grant-writing committee and approximately 250 parents attended Washington's Academy fair to introduce the CSRD program. The school requires parents to approve students' choice of Career Academy and the Academies lend themselves nicely to student-community interaction.

Utilization of Resources: The TDHS program at Washington is funded through CSRD and Perkins grants. Several roles at the school have been redefined (paraprofessionals now handle hall supervision, allowing release time for teachers, and assistant principals have become more involved in instruction as Academy leaders) and a half-time program director position was created. The aforementioned changes to the school's schedule and structure (see 'overall comments' and 'professional development') are indicative of the school's commitment to creatively and effectively re-allocate resources.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Monona Grove**

School: **Winnequah Middle**

Enrollment (99-00): **593**

Attendance Rate (98-99): **94.84**

Free/Reduced Lunch Rate (99-00): **9** (district rate)

CSR Model: **Expeditionary Learning Outward Bound**

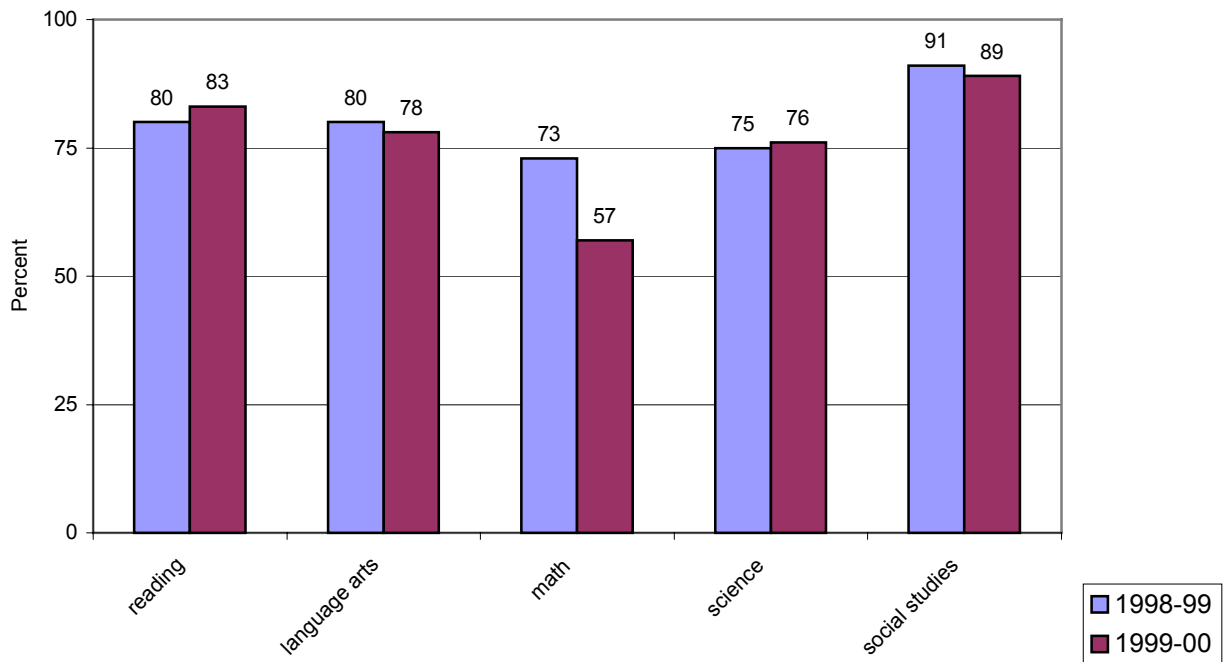
Implementation Level: **Implementing**

Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: With the help of exceptional technical assistance and a dedicated staff (who put in extra work all year without a contract), Winnequah has made significant progress in implementing the Expeditionary Learning Outward Bound (ELOB) design. All students participated in at least one expedition this year, covering such diverse (yet educationally valid) topics as homelessness, computer technical support, and medieval times. Many students interviewed found expeditions engaging, including, importantly, special education students. When asked what he learned during a kayak-building expedition, an at-risk student who used to be one of the school's biggest trouble-makers replied simply: "Mostly, I learned that sometimes you have to do things that you don't want to do, even if you don't understand why, because in the long run you'll find out why and you'll be glad you did."

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 8th Grade WKCE**



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	175	98	98	98	98	98
1999-00	202	99	99	99	99	99

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X				X
Standards			X				X	
Assessment			X				X	
Professional Development				X			X	
Parental Involvement			X				X	
Utilization of Resources				X			X	

Curriculum: Expeditionary learning has led to significant changes in Winnequah's curriculum and instruction. Expeditions are interdisciplinary and generally address all subjects except math, which is taught separately. Winnequah and ELOB emphasize using primary sources. The school's tech support class maintains the computer network for the entire school district.

Instruction: Expeditions at Winnequah are active, engaging, and authentic projects that last over six weeks. Teachers focus on explaining to students the rationale of each expedition, so learning is made explicit. The school's ELOB coach estimates that 25% of instructional time is spent doing expeditions (in fully implemented schools, this figure will approach 66%). ELOB emphasizes quality over quantity during the first year of implementation, and all of Winnequah teachers met the goal of doing at least one expedition this year. Though the quality of these expeditions varied, nearly all teachers are on the right track. Many, many teachers at Winnequah report integrating ELOB's instructional principles into their teaching, even when not involved in an expedition.

Standards: ELOB teachers are required to include academic standards when designing expeditions. Nonetheless, some staff members indicated concern about meeting state standards while at the same time creating in-depth expeditions. In response, Winnequah has begun mapping their curriculum and expeditions to ensure all standards are covered.

Assessment: Winnequah has been utilizing and modifying

ELOB templates for ongoing student assessment and survey instruments for program evaluation. The school emphasizes explicit expectations, and teachers demonstrated ability to thoughtfully design rubrics. Winnequah is using data-driven analysis to direct its math instruction.

Professional Development: After being granted control of its professional development by their district, Winnequah proceeded to focus all staff development toward ELOB implementation. Last summer, 18 staff members (of 55) and the principal went on an Outward Bound for Educators trip and experienced model expeditions. By the end of the CSRD grant, all teachers will have participated in this program. Winnequah has been pleased both with their external ELOB coach as well as the networking opportunities ELOB has offered.

Parental Involvement: Winnequah's principal sees community involvement through service learning as a strength of the program, but would like to get parents more meaningfully involved in the classroom as real-world experts and guest speakers. Most expeditions culminate with celebrations, which have proven to be effective vehicles for parent involvement at Winnequah.

Utilization of Resources: Winnequah is utilizing Goals 2000, Title I, and CSRD grants to fund its ELOB program. They have implemented the structures to support teaming within the school. The school makes excellent use of community members and local resources to enhance their expeditions.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

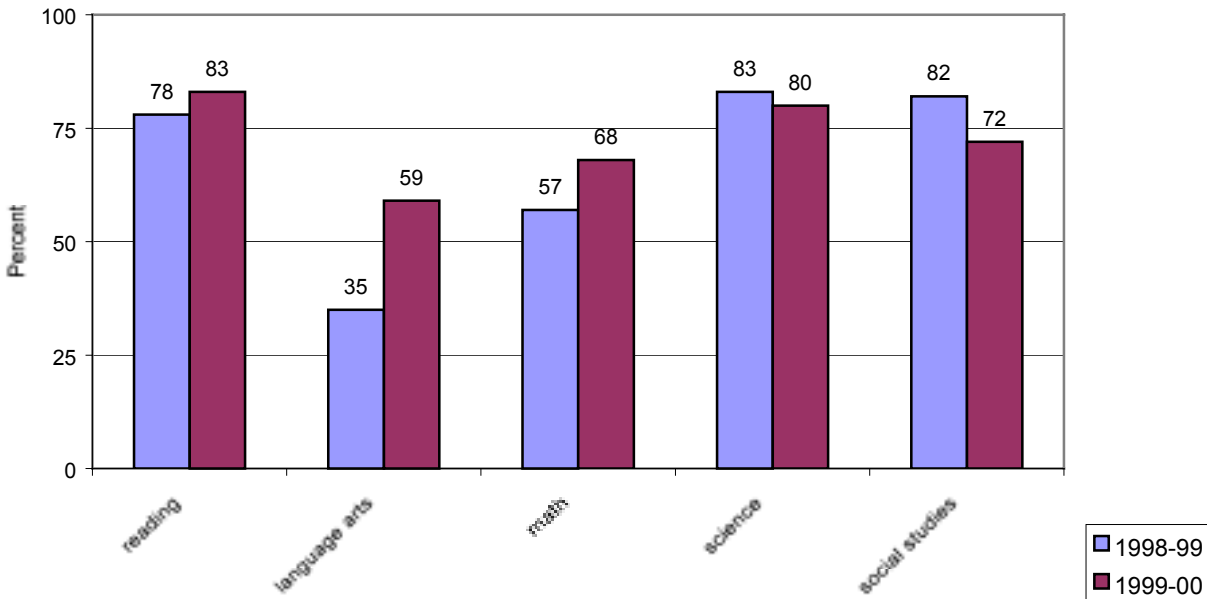
District: **Portage**
School: **Rusch Elementary**
Enrollment (99-00): **312**
Attendance Rate (98-99): **94.32**

Free/Reduced Lunch Rate (99-00): **39.7**
CSR Model: **4-Mat**
Implementation Level: **Implementing**
Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: As a school in only its second year of existence, Rusch is in an enviable position to mould itself into a CSR school 'from scratch.' The essentially hand-picked staff of Rusch has taken full advantage of this opportunity, and any visitor would quickly notice the degree to which the 4Mat vision has permeated the school. 4-Mat instructional templates, which hang in every teacher's room and are often completed with the present lesson, reflect this common vision. The school's challenge now is to determine the impact of these coordinated efforts on student achievement.

SCHOOL PERFORMANCE INDICATORS

Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE



Percent of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	23	96	96	96	96	91
1999-00	18	94	94	100	100	94

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X				X	
Instruction			X				X	
Standards				X			X	
Assessment				X			X	
Professional Development				X			X	
Parental Involvement		X				X		
Utilization of Resources				X			X	

Curriculum: Rusch's curriculum heavily emphasizes reading (through the Guided Reading and Reading Recovery programs) and math (through Everyday Math). Using 4-Mat has helped teachers indirectly address some science and social studies lessons this year, and the school is planning to expand 4-Mat to more explicitly teach these and other subjects next year.

Instruction: 4-Mat is primarily an instructional framework ensuring that different learning styles are engaged during each lesson. Teachers appreciate the coherence this framework brings to instruction. Instruction at Rusch during 4-Mat units is truly unique, leading teachers to revise their strategies to reflect their students' learning styles and preferences. Rusch's administration and design coach expect the number of 4-Mat lessons to increase each year.

Standards: Rusch teachers use the 4-Mat software to explicitly include Wisconsin state standards in their 4-Mat lessons, and the school's looping structure helps reduce redundancy in successive years. The school has detailed student performance and school climate goals for math, guided reading, reading recovery, writing, and 4Mat.

Assessment: Assessment at Rusch has undergone many innovative changes this year. The school focuses on measuring student progress with pre- and post- testing, and test data drives much of the school's instruction (for instance, Rusch's emphasis on reading and math). 4-Mat

assessment training has helped Rusch teachers design assessments that measure learning in many different ways. Additionally, staff members are completing an action research project examining the impact that Rusch's common language and within-school partnerships may have on student achievement.

Professional Development: Rusch's extensive professional development schedule has quickly helped the school develop a common instructional language and consistency throughout the school. Teachers and 4-Mat staff have worked together to design, model, implement, and evaluate several 4-Mat lessons, while building a solid base of understanding and enthusiasm for the design. Staff development at Rusch is truly ongoing, coordinated, professional, and collaborative.

Parental Involvement: Rusch offered several training and informational sessions to introduce parents to the school's new programs, but received sparse attendance. As a new school without established ties, building community and parental connections is admittedly a work in progress for Rusch.

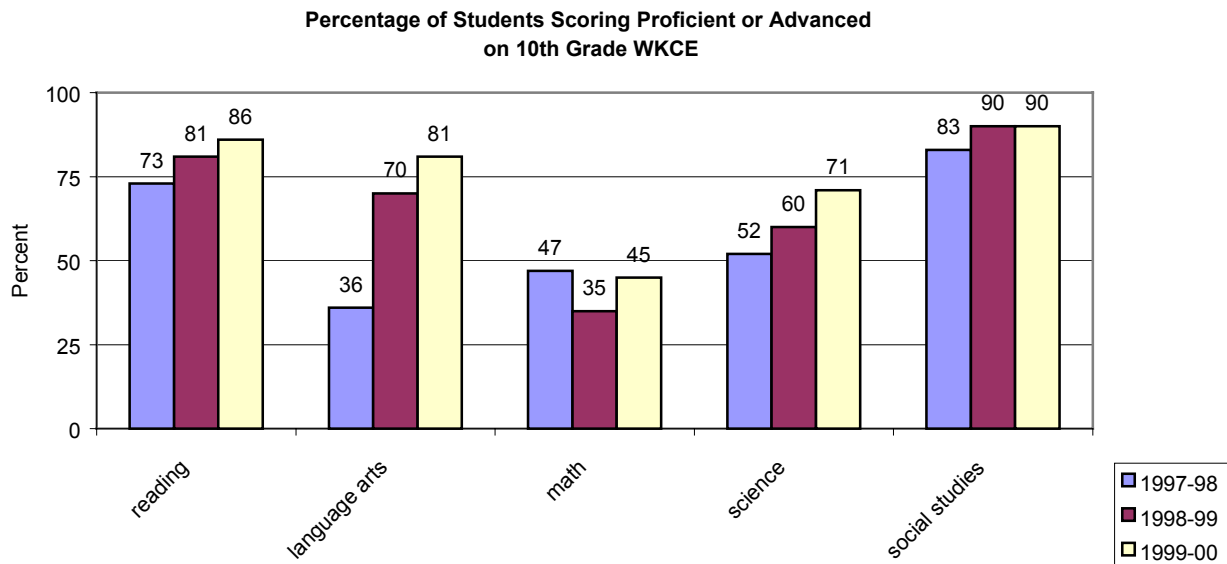
Utilization of Resources: CSRD and Title I resources were combined to fund the 4-Mat program. Rusch eliminated its pull-out programs, and the school's Title I staff member now teaches all students.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **St. Croix Falls**
 School: **St. Croix Falls High**
 Enrollment (99-00): **307**
 Attendance Rate (98-99): **93.83**

Free/Reduced Lunch Rate (99-00): **12** (district rate)
 CSRD Model: **Co-NECT**
 Implementation Level: **Piloting**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: With flexibility from both sides, St. Croix Falls High and Co-NECT have negotiated clear goals and expectations for their CSRD program. The challenge of meeting these goals has been facilitated with the addition of a talented new program leader. This year, the school's administration has truly bought in to the Co-NECT benchmarks, but some teachers are openly skeptical about the program. The school and its teachers felt like they were doing a good job before CSRD, the question is whether CSRD can help the school do better.



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	67	100	100	100	100	100
1998-99	93	99	99	99	99	99
1999-00	65	97	97	97	97	97

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction			X				X	
Standards			X				X	
Assessment			X				X	
Professional Development				X			X	
Parental Involvement	X					X		
Utilization of Resources				X			X	

Curriculum: The school has completed updating its curriculum and it is fully aligned with state standards.

Instruction: Teachers integrate lecturing with Co-NECT project work, and the principal notes that quality of instruction and progress in implementation is increasing rapidly. Though projects were not mandated, all but one teacher implemented at least one project this year. The teachers' increasing comfort levels with projects, coupled with the school's block schedule, have contributed to this instructional change.

Standards: The school considers alignment with standards an ongoing process and continues to adjust its curriculum to meet state and district standards. No additional changes were planned in this area.

Assessment: SCF High has begun piloting common rubrics for the academic disciplines (e.g. one set of expectations for all math work) and many teachers are working to design their own rubrics. Program evaluation and feedback is provided by Co-NECT through a critical friends visit.

Professional Development: SCF High staff have attended workshops to help them create and assess high-quality projects. Professional development has been successful in building teachers' knowledge of the Co-NECT benchmarks and vocabulary. Teachers report moderate satisfaction with this training.

Parental Involvement: SCF High has introduced parents to the school's CSR program, but are concentrating their efforts on bringing all teachers up to speed with the model before implementing the parental and community involvement components of Co-NECT. Thus, SCF High did not make any major changes to their parental involvement plans and practices this year.

Utilization of Resources: The addition of an assistant principal and curriculum coordinator has increased the school's capacity for instructional leadership. Over the past several years, the school has significantly upgraded its technology infrastructure. The intelligent use of technology is a key component of the Co-NECT model.

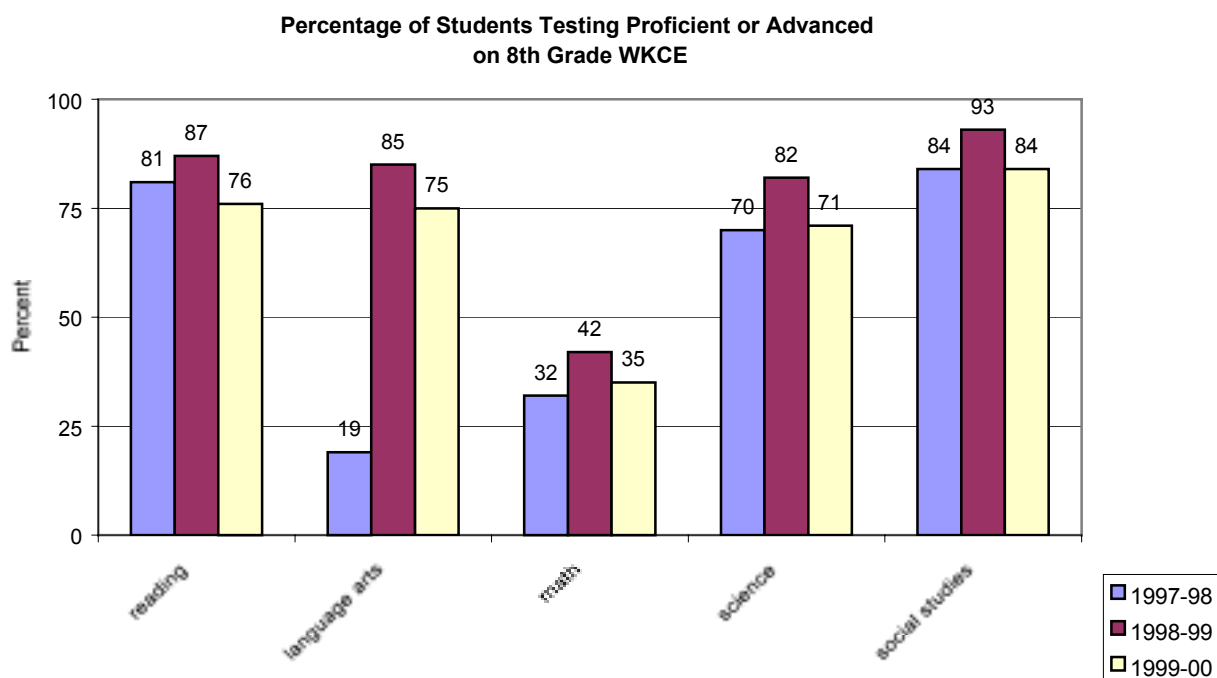
COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **St. Croix Falls**
 School: **St. Croix Falls Middle**
 Enrollment (99-00): **362**
 Attendance Rate (98-99): **94.65**

Free/Reduced Lunch Rate (99-00): **12** (district rate)
 CSRD Model: **Co-NECT**
 Implementation Level: **Piloting**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: A majority of the staff interviewed at St. Croix Falls Middle stated that they felt overwhelmed by the school's CSRD program last year and that there was not a significant commitment to or understanding of the Co-NECT design. After re-initiating the reform this year, teachers are beginning to speak—and comprehend—the Co-NECT language, and integrate higher quality projects into their instruction. St. Croix Falls Middle knew they had to work hard to make up for last year's struggles, and they have clearly begun to make progress this year

SCHOOL PERFORMANCE INDICATORS



Percent of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	77	100	100	100	99	99
1998-99	74	100	100	100	100	100
1999-00	109	99	99	99	99	99

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction			X			X		
Standards			X				X	
Assessment			X				X	
Professional Development			X			X		
Parental Involvement			X				X	
Utilization of Resources				X			X	

Curriculum: The school's technology curriculum has yet to catch up to its infrastructure. Projects are generally interdisciplinary and incorporate state standards. Co-NECT staff are concentrating their training efforts on continual improvement in these two areas.

Instruction: Teachers spent last year learning how to do Co-NECT projects, and this year all were required to implement at least one project into their instruction as well as a schoolwide project. The quality of these projects varied widely, as some teachers are still striving to determine what is expected for a Co-NECT project.

Standards: SCF Middle is beginning to streamline its curriculum by eliminating content that is not delineated by state or district standards. However, there is still some concern that the depth of project-based learning will be to the detriment of content required by these standards.

Assessment: Some teachers have experimented with using rubrics and report success. Administration is working with staff to better-utilize standardized test data. Program evaluation and feedback is provided by Co-NECT through a critical friends visit.

Professional Development: The school used its six early

release days to plan and discuss Co-NECT projects. A Co-NECT trainer visits the school frequently and the school's program leaders are building expertise for sustainability. Some teachers report that, while Co-NECT offers a lot of training, its effectiveness is often mixed. These teachers noted that modeling lessons and catering training to the school's unique context would make the school's professional development more meaningful.

Parental Involvement: Some parents feared that Co-NECT would result in an extra burden on homework, and the school is working to rectify these fears. Nine parents are included on the school's design team, but only 1 or 2 are usually involved, due to scheduling conflicts. SCF Middle has many vocal parents, and the school has recently begun to listen to them. The challenge now is to involve these parents more meaningfully, while simultaneously reaching out to less vocal community members.

Utilization of Resources: SCF Middle has added several new positions to facilitate CSRD program implementation and rearranged its schedule to accommodate more professional development. The full impact of these changes may not be felt until next year.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Trevor**

School: **Trevor Grade School**

Enrollment (99-00): **355**

Attendance Rate (98-99): **94.80**

Free/Reduced Lunch Rate (99-00): **29.9**

CSRD Model: **Accelerated Schools**

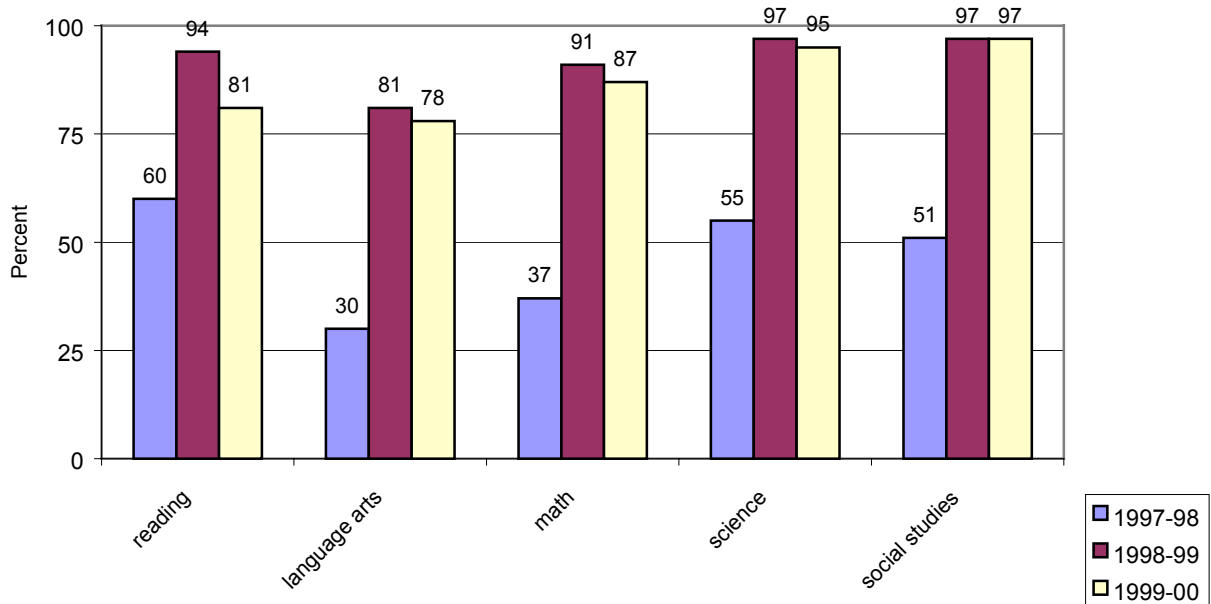
Implementation Level: **Piloting**

Progress Relative to Goals: **Behind Schedule**

Overall Comments and Suggestions: A core of teachers committed to the Accelerated Schools (AS) process has lent a degree of continuity and direction to Trevor's reform program despite turnover in the school's two primary leadership positions in the past year. Trevor's new superintendent took office at the beginning of the school year and has been a leader in implementing the CSRD program. The school's principal, however, was not appointed until the latter half of the school year, and is still becoming familiar with AS. This administrative turmoil has slowed the AS process though, and the school readily admits they are behind schedule with implementation. The school completed taking stock this fall, and is in the process of forming cadres and planning action research. The staff and administration at Trevor are increasingly optimistic that their partnership with AS will pay off.

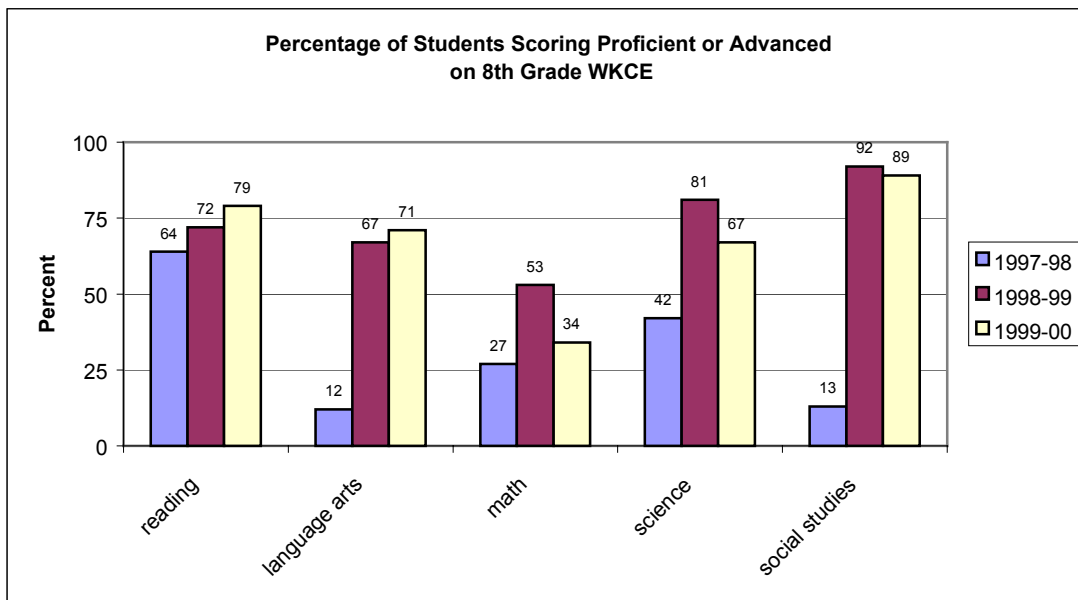
SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 4th Grade WKCE**



Percent of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	27	93	93	93	93	93
1998-99	33	100	100	100	100	100
1999-00	37	100	100	100	100	100



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	33	100	100	100	100	100
1998-99	36	100	100	100	100	100
1999-00	27	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum			X			X		
Instruction			X			X		
Standards		X				X		
Assessment			X				X	
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources				X			X	

Curriculum: Trevor turned to their CESA for help in aligning curriculum to state standards. New math and science programs at the school are more in line with the AS philosophy than their predecessors. Technology and the arts challenge areas identified by Trevor that should be addressed once cadres are formed.

Instruction: Trevor emphasizes Multiple Intelligences, authentic instruction, and process over results. Teachers possess varying degrees of mastery with these techniques, with elementary school staff setting the pace. A parent interviewed stated that her non-gifted child's class was "just like a gifted classroom".

Standards: With help from their CESA and new accountability measures from DPI, work is underway to more clearly align curriculum with state standards.

Assessment: Program leaders are excited about using data-driven decision making, and the school's new goals are focused on student achievement. Classroom assessment is moving toward a product orientation. The school is

exploring the use of additional standardized tests beyond those administered by the state.

Professional Development: Professional development has become a schoolwide initiative since the introduction of CSRD, and is now beginning to impact the classroom. Trevor's staff is eager to learn, and has benefited from the addition of a common planning time, an external AS coach, and informal teacher study groups.

Parental Involvement: Parental involvement was targeted this year and has become a strength of Trevor's CSRD program. Parents have been meaningfully involved in the AS process and have attended AS conferences. Trevor is building capacity in its families through well-attended workshops and the PTA grew from six to sixty members this year. Trevor hopes to build the school into a viable community center in the future.

Utilization of Resources: The AS program has served to focus Trevor's CSRD and Goals 2000 resources. Most funds are tied to the school's goals through staff development and contracting for technical assistance.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

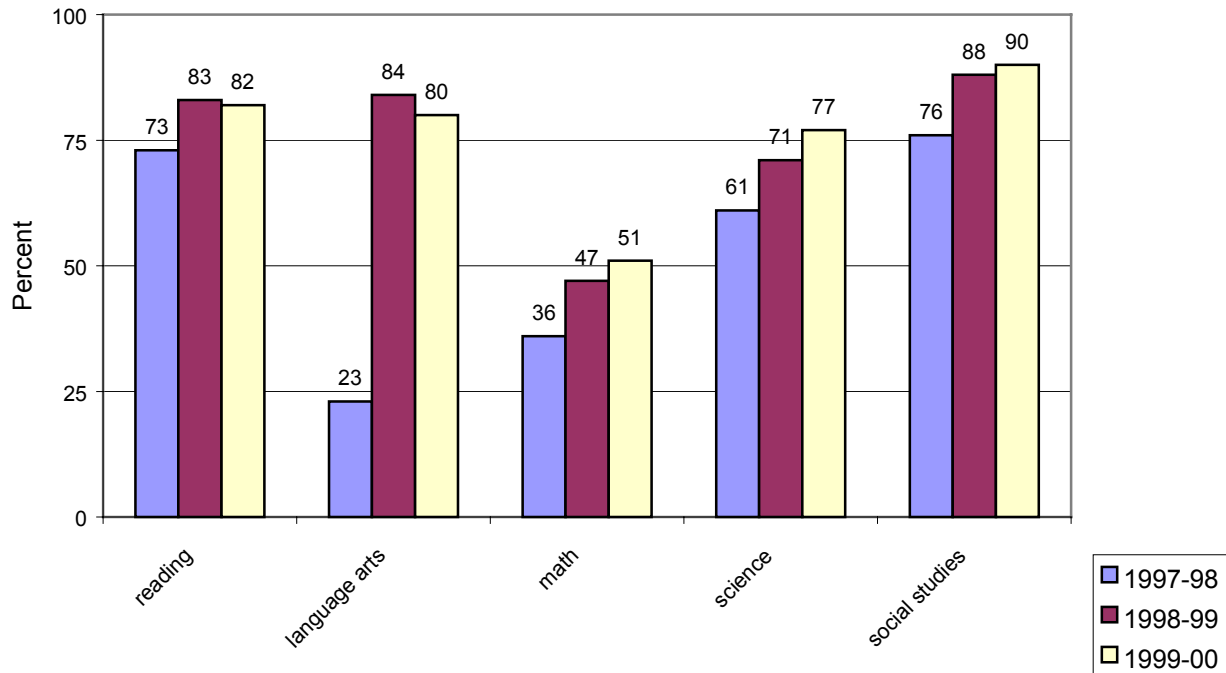
District: **West Allis**
 School: **Frank Lloyd Wright Middle**
 Enrollment (99-00): **794**
 Attendance Rate (98-99): **95.00**

Free/Reduced Lunch Rate (99-00): **20** (district rate)
 CSR Model: **Co-NECT**
 Implementation Level: **Implementing**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: With strong leadership and a knowledgeable staff, Frank Lloyd Wright Middle (FLW) has continued to progress toward becoming a true Co-NECT school. This year, the school's CSR design team has directed most of the school's governance, helping Co-NECT emerge as the driving force of the school. FLW has made significant improvements to school climate, as evidenced by dramatic drops in the school's suspension rates.

SCHOOL PERFORMANCE INDICATORS

**Percentage of Students Scoring Proficient or Advanced
on 8th Grade WKCE**



	n=	reading	language arts	math	science	social studies
1997-98	428	95	95	97	97	97
1998-99	364	99	99	99	99	99
1999-00	397	99	99	99	99	99

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X			X	
Instruction				X			X	
Standards				X			X	
Assessment			X				X	
Professional Development				X			X	
Parental Involvement				X		X		
Utilization of Resources				X			X	

Curriculum: FLW has completed and implemented vertical and horizontal curriculum coordination. Technologies such as the Internet and Power Point are well and widely utilized throughout the school to effectively deliver curricular content. Classroom observations revealed several interdisciplinary projects in progress.

Instruction: FLW is implementing Co-NECT instructional methods this year, as projects have increased in quality and rigor. FLW's 'house' structures helped the school achieve its goal of each student participating in at least one project this year.

Standards: The looping and 'school within a school' structures at FLW show signs of becoming an effective framework for raising academic performance. Several teachers report that this organization has increased their sense of responsibility for student learning. If plans to expand these programs next year come to fruition the school will move to Fulfilling.

Assessment: FLW teachers note that the biggest change this year was an increased use of rubrics and student self-assessment to measure learning. Some teachers make good use of rubrics to drive their projects, while

others struggle to design and utilize these tools effectively. Nonetheless, schoolwide commitment to this method of assessment is evident, and all teachers used a scoring rubric at least once this year. In addition, Co-NECT's critical friends component is aiding the school with program evaluation.

Professional Development: All staff members attend Co-NECT training and were especially pleased with the technology training Co-NECT provided. The school's principal reports that teachers are making better use of common planning time this year.

Parental Involvement: FLW has a strong PTA and has involved parents and the community in some of its larger projects, but staff has struggled to meaningfully integrate parental and community involvement into the Co-NECT model. This struggle was noted during a Co-NECT critical friends visit.

Utilization of Resources: FLW creatively re-allocated time and personnel in implementing its looping and house structures. The school is contemplating expanding its looping structure next year, but teacher certification issues make this a struggle.

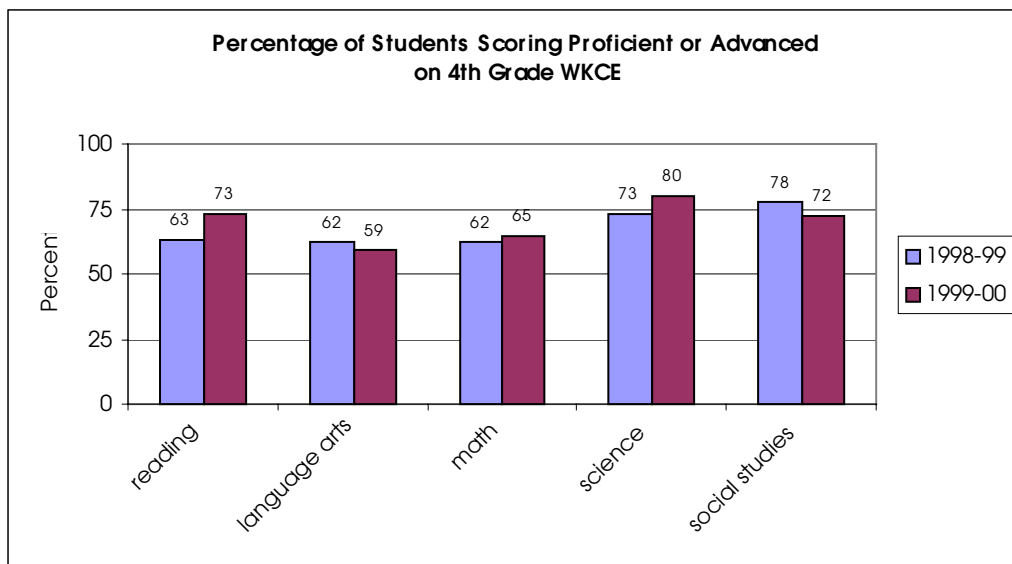
COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Wisconsin Rapids**
 School: **Howe Elementary**
 Enrollment (99-00): **401**
 Attendance Rate (98-99): **96.76**

Free/Reduced Lunch Rate (99-00): **40.4**
 CSRD Model: **Accelerated Schools**
 Implementation Level: **Piloting**
 Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: The Howe staff is serious about school reform, and has eagerly and thoroughly fulfilled the initial stages of the Accelerated Schools (AS) process despite working without a teachers' contract for most of the year. With strong, knowledgeable school and CSRD program leadership, Howe appears poised to make significant improvements in the near future.

SCHOOL PERFORMANCE INDICATORS



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1998-99	45	82	82	93	93	93
1999-00	55	94	94	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum		X					X	
Instruction			X				X	
Standards		X					X	
Assessment			X				X	
Professional Development			X				X	
Parental Involvement			X				X	
Utilization of Resources			X				X	

Curriculum: Howe focused its efforts and incentives on improving student attendance this year with much success. Aligning the school's curriculum with state standards is an ongoing process. Howe implemented a new science program and initiated a technology focus for their older students.

Instruction: Most of Howe's teachers have begun piloting Powerful Learning instructional methods and report some encouraging initial success. Some teachers have utilized brain-based learning strategies, such as metacognitive tasks, in their classrooms.

Standards: Teachers at Howe have been provided with time and training to align their curricula with district and state standards, and this should be completed by the beginning of next year.

Assessment: Howe's CSRD program leader has collected and analyzed extensive amounts of potentially powerful data from Howe's students, teachers, and parents. The challenge now is to translate this information into a concrete plan of action.

Professional Development: Howe holds a short meeting every week to discuss the AS process and reform progress. Teachers report that there is much more focus and continuity with the professional development than in the past. Howe has forged relationships with out of state AS coaches for additional assistance.

Parental Involvement: Howe is using its school newsletter and the local newspaper to keep its parents and community informed about the reform process. Howe has involved parents on school committees and in the taking stock process, and the school plans to assign a volunteer coordinator to each classroom.

Utilization of Resources: Howe receives several local and state grants and has worked to coordinate program goals and commingle these funds. The principal reports that he would like to be attempt more creative resource reallocation in the future.

COMPREHENSIVE SCHOOL REFORM EVALUATION: 1999-2000

District: **Woodruff**

School: **Arbor Vitae-Woodruff Middle**

Enrollment (99-00): **666**

Attendance Rate (98-99): **94.53**

Free/Reduced Lunch Rate (99-00): **21.8**

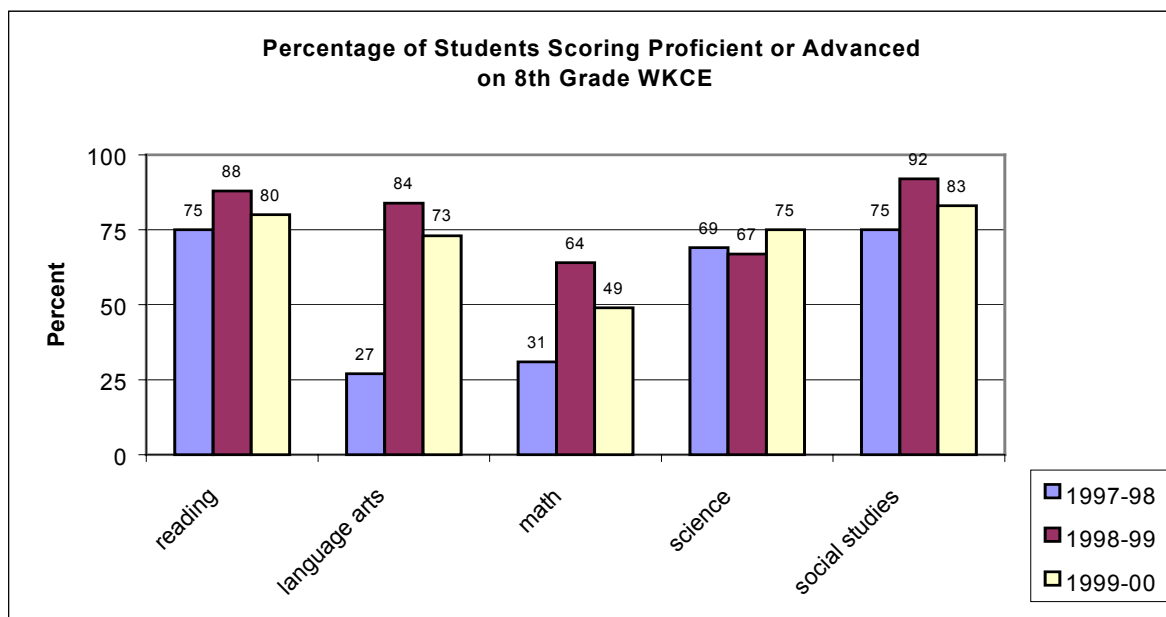
CSRD Model: **Expeditionary Learning Outward Bound**

Implementation Level: **Implementing**

Progress Relative to Goals: **On Schedule**

Overall Comments and Suggestions: The CSRD program at Arbor Vitae-Woodruff (AVW) continues to gather steam and build on its successes from last year. Expeditionary Learning Outward Bound and AVW appear to be a perfect fit and AVW hopes to expand the program further in the coming years. Next year, AVW plans to address the long-term sustainability of the ELOB program by developing an internal support team. Training new teachers in ELOB principles and methods is a concern at the school.

SCHOOL PERFORMANCE INDICATORS



Percentage of Students Tested

	n=	reading	language arts	math	science	social studies
1997-98	48	100	100	100	100	98
1998-99	63	100	100	100	100	100
1999-00	70	100	100	100	100	100

IMPLEMENTATION PROGRESS

	Level of Implementation of Improvements					Progress Relative to Goals		
	Not Implementing	Planning	Piloting	Implementing	Fulfilling	Behind Schedule	On Schedule	Ahead of Schedule
Curriculum				X				X
Instruction					X		X	
Standards				X			X	
Assessment			X				X	
Professional Development				X			X	
Parental Involvement				X			X	
Utilization of Resources				X			X	

Curriculum: There were four major ELOB expeditions at AVW this year (two in the sixth grade, and one each in seventh and eighth grades). This is two more expeditions than planned originally, and next year, the school hopes to expand the program to allow all students to participate in two expeditions per year. The school's staff and administration work diligently to ensure that these creative expeditions remain grounded in state standards and the school's ongoing curriculum units.

Instruction: Teachers at AVW are becoming more comfortable leading expeditionary learning experiences, and with this comfort has come increased instructional quality. The school has begun to change towards a multiple intelligences-orientation and some teachers state that this has resulted in increased student engagement and reflection on their learning. This year, AVW's staff has begun to work together more often, and, as a result, instruction is becoming more integrated. Next year, the school plans to implement a looping structure to further facilitate its instructional goals.

Standards: AVW and ELOB staff work together to ensure that all expeditions are academically rigorous and meet state standards. AVW's teachers are aware of the need to discard some of their typical projects to reconcile the demands of vast content coverage with in-depth learning during expeditions, but this has been a challenging process. AVW practices full inclusion of special education students during the school's expeditions, and the school's special education staff regularly works with classroom teachers to modify expeditions so that they meet the needs of all students.

Assessment: This year, AVW staff participated in training on portfolio assessment and utilized some alternative writing rubrics. In addition, AVW's teachers have committed to a common grading scale across subject and grade levels for each expedition. Standardized test data for reading, language arts, and science was analyzed this year, but there is some concern throughout the school about the conflict between standardized testing and ELOB philosophy. The school's external program evaluation indicated

that the school has reached the initial stage of implementation for all core practices and is slightly ahead in altering its school structures.

Professional Development: AVW remains pleased with the technical assistance provided by ELOB, and hopes to expand this training to include specialists next year. Several staff members participated in ELOB's five-day summer institute last summer and communication with ELOB has become even stronger this year. The school's professional development has begun to focus more on curricular and instructional issues, rather than school management as it had in the past. Many of these activities involved evaluating previous expeditions and planning new ones based on staff reflections. AVW has made the wise decision to attempt to network with experienced ELOB teachers to help solve common problems and provide helpful strategies. New staff at AVW has been trained in ELOB, but the ability to sustain this practice remains a concern.

Parental Involvement: AVW has built on the strong foundation for parental involvement established last year. This year, more parents connected to AVW by serving on its leadership team, lending expertise to expeditions and by even participating in them. However, some parents were unclear how they could become more meaningfully involved in the school's CSRD program. The school's administration feels that ELOB provides an excellent vehicle for community involvement, and has planned to include a community involvement component in each of next year's expeditions. Additionally, AVW will focus on increasing parent attendance at conferences next year.

Utilization of Resources: An additional staff member was added to the 7th grade team this year to maintain small class sizes at AVW. The school utilizes Eisenhower funds and other district and state resources to help implement components of its CSRD program, and has begun to explore alternative funding sources for ELOB once the CSRD grant expires.

APPENDIX

CSRD EVALUATION SITE VISIT PROTOCOL

The purposes of Wisconsin's statewide evaluation of the Comprehensive School Reform Demonstration Program (CSRD) are to assure high-quality implementation of programs and to measure the impact of the programs in improving student achievement. The Department of Public Instruction will evaluate schools based on implementation surveys, site visits, year-end reports, and student scores on statewide standardized tests. This document describes how DPI will conduct site visits and use information gathered in the overall evaluation.

The aims of the site visits are to give schools an independent assessment of their progress in implementation, to guide technical assistance by identifying common implementation problems, and to provide information of CSRD implementation to the State Superintendent, Congress, and the U.S. Department of Education.

DPI will use a replicated case study design to collect information of site visits. This means that DPI will use a common set of questions for all schools while recognizing that each school possesses a unique set of goals and benchmarks. These questions can be reviewed in the following pages.

DPI is interested in two main questions:

1. How much progress are schools making?
2. Why do some schools make more progress than others do?

DPI will measure progress in seven areas: 1) curriculum; 2) instruction; 3) standards; 4) assessment; 5) parental and community involvement; 6) professional development; and 7) utilization of resources.

For each measure, the DPI evaluator will ask schools to assess their own progress on the following scale:

- Not Implementing (no steps taken to implement improvements);
- Planning (a small group of administrators and teachers are planning improvements);
- Piloting (a small group of teachers and students are piloting improvements);
- Implementing (the school is implementing improvements for all teachers and students); or
- Fulfilling (improvements are established and institutionalized).

We expect most schools to be at the Implementing or Fulfilling stage in all seven areas. Therefore, for each area, the evaluator will also ask schools to judge whether they are *behind schedule*, *on schedule*, or *ahead of schedule* with respect to implementing improvements.

Based on interviews with school and district staff and classroom observations, the evaluator will make independent judgements about each school's stage of implementation and the degree to which they are meeting their own timelines. In cases in which the school and evaluator disagree, the evaluator will provide written justification for the judgement. DPI will average the evaluator's scores to produce an overall implementation rating.

DPI also wants to know why some schools are making more progress than others are. Therefore, DPI will examine the relationship of three broad variables to implementation progress:

1. School factors (e.g. staff stability, control of budget and personnel)
2. Technical assistance factors (e.g. quality of support, stability of technical assistance team)
3. District factors (e.g. congruence with other district initiatives, labor/management relations)

To obtain a broader perspective on implementation, the evaluator will also ask several open ended questions regarding the strengths and weaknesses of the school's CSRD model and the usefulness of DPI technical assistance.

CSRD INTERVIEW QUESTIONS

Curriculum

- 1) In what ways are you expected to adapt your curriculum to fit with your school's CSR efforts? How significant are these proposed changes? [Drastic, major, minor, non-existent]
- 2) What did you plan to have completed so far with respect to adapting your curriculum to fit with your CSR efforts? Have you met this timeline? Why/why not?
- 3) What are some examples of changes that you have made to your curriculum as a result of implementing CSR?
- 4) How does your curriculum meet the needs of all students?

Instruction

- 1) In what ways are you expected to adapt your instructional strategies to fit with your school's CSR efforts? How significant are these proposed changes? [Drastic, major, minor, non-existent]
- 2) What did you plan to have completed so far with respect to adapting your instructional strategies as part of your school's CSR efforts? Have you met this timeline? Why/why not?
- 3) What are some examples of changes that you have made in your instructional strategies as a result of implementing CSR?
- 4) How are your instructional strategies appropriate for all students?

Assessment

- 1) In what ways are you expected to adapt your assessments to fit with your school's CSR efforts? How significant are these proposed changes? [Drastic, major, minor, non-existent]
- 2) What did you plan to have completed so far with respect to adapting your assessments as part of your CSR efforts? Have you met this timeline? Why/why not?
- 3) What are some examples of changes that you have made in your assessments as a result of implementing CSR?

Standards

- 1) In what ways do you expect to adapt your academic standards to fit with your CSR efforts? How significant are these proposed changes? [Drastic, major, minor, non-existent]
- 2) What did you plan to have completed so far with respect to adapting your standards to fit with your CSR efforts? Have you met this timeline? Why/why not?
- 3) What are some examples of changes that have been made to your academic standards as a result of implementing CSR?
- 4) How do you ensure that you have high standards for all students?

Professional Development

- 1) In what ways do you expect to adapt your professional development activities to fit with your CSR efforts? How significant are these proposed changes? [Drastic, major, minor, non-existent]
- 2) What did you plan to have completed so far with respect to adapting your professional development activities to fit with your CSR efforts? Have you met this timeline? Why/why not?
- 3) What are some examples of changes that have been made to your professional development activities as a result of implementing CSR?
- 4) How does your professional development address the needs of all students?

Parental Involvement

- 1) In what ways do you expect to adapt your parental involvement activities to fit with your school's CSR efforts? How significant is this proposed change? [Drastic, major, minor, non-existent]
- 2) What did you plan to have completed so far with respect to increasing the level of parental involvement at your school to fit with your CSR efforts? Have you met this timeline? Why/Why not?
- 3) What are some examples of changes that have been made to your parental involvement activities as a result of implementing CSR?

Utilization of Resources

- 1) In what ways do you expect to change the ways your school utilizes resources to fit with your CSR efforts? How significant are these proposed changes? [Drastic, major, minor, non-existent]
- 2) What did you plan to have completed so far with respect to adapting your utilization of resources to fit with your CSR efforts? Have you met this timeline? Why/why not?
- 3) What are some examples of changes that have been made in your resource utilization as a result of implementing CSR?

Selection Factors

- 1) How and how well were you informed about the CSR program?
- 2) How and how well were you informed about the CSR model you chose?
- 3) What process did your school/district use for choosing a reform model?
- 4) Given what you know now, would you select the same model today? Why or why not?

Technical Assistance Factors

- 1) How would you describe the quality of the external technical assistance you received, if any? [High-quality, average, low-quality] What are some examples that support this answer?
- 2) How could the technical assistance you receive be improved?

- 3) Was there turnover in the team providing technical assistance to your school?

School Factors

- 1) Who has substantial control over your school's:
 - a) curriculum, instruction, and materials?
 - b) personnel hiring, firing, and transfer?
 - c) professional development activities?
 - d) budget?
- 2) What percentage of your teachers are veterans (10 or more years at your school)?
- 3) Have any of the following factors significantly impacted the implementation of your CSR effort:
 - a) high teacher turnover?
 - b) change in administration?
 - c) change in CSR program leader?
 - d) standards/assessments incompatible with district's or state's?
 - e) resistance from teachers?

District Factors

- 1) In what ways has the district been involved in the implementation of CSR at your school?
- 2) Has there been consistent support from your district?
- 3) Have there been any obstacles to implementation of CSR at the district level (e.g. budget problems, court cases, labor disputes, etc.)?
- 4) Does the CSR program align well with other district-wide goals and initiatives?

Additional Questions

- 1) How does your reform effort address the needs of all students (i.e. special ed., LEP)? Are you collecting student performance data for all students? How are you using these data to improve instruction?
- 2) What are the main strengths of your CSR model?
- 3) What are the main weaknesses of your CSR model?
- 4) How would you describe your school's relationship with DPI on this project? Is there anything DPI could have done better to help with CSR?

5) Of the nine criteria in the federal CSR legislation, which has been most difficult to achieve?

- a) Effective, research-based methods and strategies _____
- b) Comprehensive design with aligned components _____
- c) Professional development _____
- d) Measurable goals and benchmarks _____
- e) Support within the school _____
- f) Parental and community involvement _____
- g) External technical support and assistance _____
- h) Evaluation strategies _____
- i) Coordination of resources _____